DOCUMENT RESUME

ED 085 503 CE 000 632

AUTHOR Loudermilk, Walter B.; Webb, Earl S.
TITLE Perceptions of Vocational Administrators and High School Principals Regarding the Role of the Vocational Administrator.
INSTITUTION Texas A and M Univ., College Station. Texas Agricultural Experiment Station.; Texas Education Agency, Austin. Div. of Occupational Research and Development.
PUB DATE Aug 73
NOTE 173p.

EDRS PRICE MF-$0.65 HC-$6.58
DESCRIPTORS *Administrative Organization; Administrative Personnel; Principals; *Role Perception; State Surveys; *Vocational Directors

ABSTRACT

The purpose of this study was to determine the perceptions of vocational directors and high school principals regarding the role of the vocational director, to determine if programs need to be developed to provide for optimum relationships between the director and the principal. Mailed questionnaire responses were received from 121 pairs of vocational directors and high school principals from the same school districts. It was found that the role of the vocational director was understood by both directors and principals, with both groups agreeing on 59 of 61 functions listed. Little association existed between the perceived role of the director and the local school district's line and staff relationships. The line and staff relationship of directors and administrators was not clear as evidenced by more than half of the principals and directors disagreeing as to whom the director is responsible to. Directors in single school districts seemed to be more concerned with day-to-day operations while directors of multi-school districts showed more concern for overall planning and program development. The type of school district was also found to be associated with the preferred title of directors. (Included are a 26-item bibliography and the questionnaire and form letters used). (Author/SC)

FILMED FROM BEST AVAILABLE COPY

ED 085503

A REPORT OF RESEARCH

PERCEPTIONS OF VOCATIONAL ADMINISTRATORS AND HIGH SCHOOL PRINCIPALS REGARDING THE ROLE OF THE VOCATIONAL ADMINISTRATOR

BY

WALTER B. LOUDERMILK AND EARL S. WEBB

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SPONSORED COOPERATIVELY

DIVISION OF OCCUPATIONAL RESEARCH AND DEVELOPMENT
DEPARTMENT OF OCCUPATIONAL EDUCATION AND TECHNOLOGY
TEXAS EDUCATION AGENCY
RAY BARBER, DIRECTOR

AND

TEXAS AGRICULTURAL EXPERIMENT STATION
TEXAS A&M UNIVERSITY
JARVIS E. MILLER, DIRECTOR

AUGUST 1973

CE000632

ED 085503

PERCEPTIONS OF VOCATIONAL ADMINISTRATORS AND HIGH SCHOOL PRINCIPALS REGARDING THE ROLE OF THE VOCATIONAL ADMINISTRATOR

The research described herein was performed
in cooperation with the

Division of Occupational Research and Development
Department of Occupational Education and Technology
Texas Education Agency
Ray Barber, Director

and the

Texas Agricultural Experiment Station
Texas A&M University
Jarvis E. Miller, Director

by

Walter B. Loudermilk
Research Associate

and

Earl S. Webb
Professor

Department of Agricultural Education
Texas A&M University
College Station, Texas

August 1973

ACKNOWLEDGEMENTS

The authors wishes to express appreciation for the assistance of those who made this study possible. Special thanks are extended to Mr. Oscar Millican, Division of Occupational Research and Development, Texas Education Agency, for his support, encouragement, and assistance throughout the project.

Acknowledgement also is due to the project consultants, Mr. Hoyt Byrd, Texas Education Agency, and Dr. O.M. Holt, Texas A&M University, for their suggestions and criticism throughout the study. Appreciation is further extended to Mr. John Guemple, Mr. Joe Neely, and Mr. Ben Teague, Department of Occupational Education and Technology, Texas Education Agency, for their assistance and support.

Sincere gratitude is acknowledged to Dr. Donald G. Barker for his assistance in analyzing the data and to Mrs. Linda Harper for the many hours of typing and assistance during the study.

Without the cooperation of the vocational directors and high school principals, this study would not have been possible. Their assistance is deeply appreciated.

ABSTRACT

Perceptions of Vocational Administrators and High School Principals Regarding the Role of the Vocational Administrator

Walter B. Loudermilk and Earl S. Webb
Texas A&M University
College Station, Texas

Purpose

The purpose of this study was to determine the perceptions of vocational directors and high school principals regarding the role of the vocational director to determine if programs need to be developed to provide for optimum relationships between the vocational director and high school principal. The following objectives were developed to aid in accomplishing this purpose.

1. To determine the role of the vocational director as perceived by the vocational director and high school principal.
2. To determine areas of agreement and disagreement between the vocational director and high school principal about the role of the vocational director.
3. To determine the relationship between sele ed variables (type of school district and position of the vocational director within the administrative structure of the local school) and opinions of vocational directors and principals.

Procedure

Mailed questionnaire responses were received from 121 pairs of vocational directors and high school principals from the same school districts. Analysis of variance was used to determine the differences between responses of directors and principals. It was the method used, also, to test the level of association between responses and (1) type of school district, and (2) position of the vocational director within the administrative structure.

Conclusions

1. The role of the vocational director is understood by both directors and principals. Both groups perceived the role of the vocational director to include 55 functions stated within the questionnaire. They perceived that four statements did not describe a function of the director and disagreed with each other about the remaining two.
2. Little association exists between the perceived role of directors and the line and staff relationships utilized by local school districts for administrative purposes. There seemed to be little difference between responses whether the director was supervised by the principal or by personnel in the superintendent's office.
3. An association exists between the perceived role of directors and type of school district. Directors in single school

districts seemed to be more concerned with day to day operations of the program; whereas directors in multi-school districts showed more concern for overall planning and program development.

4. A lack of understanding exists between directors and principals as to the line and staff relationship of these two persons within the administrative structure of many local school districts. In more than half of the cases directors and principals disagreed as to the person to whom the director is responsible.

5. Type of school district is associated with the preferred title of directors. Directors in multi-school districts prefer the title of assistant superintendent for vocational programs; whereas directors in single school districts prefer the title of vocational director.

TABLE OF CONTENTS

Chapter		Page
	ACKNOWLEDGEMENTS	ii
	ABSTRACT	iii
	TABLE OF CONTENTS	vi
	LIST OF TABLES	viii
I	INTRODUCTION	1
	Purpose of the Study	2
	Rationale for the Study	3
	Definition of Terms	6
	Limitations	7
	Research Procedure	7
II	REVIEW OF LITERATURE	12
III	PRESENTATION AND ANALYSIS OF DATA	19
	Selected Characteristics of Vocational Directors	19
	Title and Administrative Position of the Vocational Director	33
	Role of the Vocational Director as Perceived by Vocational Directors and High School Principals	43
IV	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	121
	Summary	121
	Conclusions	137
	Recommendations	138
	REFERENCES CITED	140

TABLE OF CONTENTS
(Continued)

Chapter Page

APPENDICES. 143

APPENDIX A. 144
APPENDIX B. 149
APPENDIX C. 154
APPENDIX D. 156
APPENDIX E. 158

LIST OF TABLES

Table		Page
1	Age of Vocational Directors by Type of School District	20
2	Highest Educational Degree Earned by Vocational Directors by Type of School District	22
3	Years of Employment of Vocational Directors in a Field Other than Education by Type of School District	23
4	Classification of Work Experience of Vocational Directors in a Field Other than Education by Type of School District.	25
5	Years of Employment of Vocational Directors in Public School Education by Type of School District	26
6	Administrative Experience of Vocational Directors in a Position Other than Their Present One by Type of School District.	28
7	Years of Experience of Vocational Directors as a Vocational Teacher by Type of School District.	29
8	Program Area in Which Vocational Directors had been Teachers by Type of School District	31
9	Years of Employment of Vocational Directors in Their Present Position by Type of School District.	32
10	Location of Office of Vocational Directors by Type of School District	34
11	Present Title of Vocational Directors by Type of School District.	35
12	Preferred Title of the Vocational Director by Directors and Principals by Type of School District	37

LIST OF TABLES
(Continued)

Table		Page
13	Immediate Supervisor of the Vocational Director as Perceived by Directors and Principals by Type of School District.	40
14	Perceptions of Directors and Principals as to Who Should be the Immediate Supervisor of the Vocational Director by Type of School District.	42
15	Position of Vocational Directors within the Administrative Structure.	44
16	Responses of Directors and Principals to Statements About Planning Vocational Programs: Means and F-Ratios	47
17	Responses of Directors and Principals to Statements About Planning Vocational Programs by Type of School District: Means and F-Ratios	48
18	Responses of Directors to Statements About Planning Vocational Programs by Position Within the Administrative Structure: Means and F-Ratios. . . .	50
19	Responses of Directors and Principals to Statements About Financing Vocational Programs: Means and F-Ratios	52
20	Responses of Directors and Principals to Statements About Financing Vocational Programs by Type of School District: Means and F-Ratios	53
21	Responses of Directors to Statements About Financing Vocational Programs by Position Within the Administrative Structure: Means and F-Ratios. . . .	55
22	Responses of Directors and Principals to Statements About Supervising Vocational Facilities, Equipment and Supplies: Means and F-Ratios.	58

LIST OF TABLES
(Continued)

Table		Page
23	Responses of Directors and Principals to Statements About Supervising Vocational Facilities, Equipment and Supplies by Type of School District: Means and F-Ratios.	60
24	Responses of Directors to Statements About Supervising Vocational Facilities, Equipment and Supplies by Position Within the Administrative Structure: Means and F-Ratios.	62
25	Responses of Directors and Principals to Statements About Staffing Vocational Programs: Means and F-Ratios.	65
26	Responses of Directors and Principals to Statements About Staffing Vocational Programs by Type of School District: Means and F-Ratios.	67
27	Responses of Directors to Statements About Staffing Vocational Programs by Position Within the Administrative Structure: Means and F-Ratios.	68
28	Responses of Directors and Principals to Statements About Managing Vocational In-Service Training Programs: Means and F-Ratios	69
29	Responses of Directors and Principals to Statements About Managing Vocational In-Service Training Programs by Type of School District: Means and F-Ratios.	71
30	Responses of Directors to Statements About Managing Vocational In-Service Training Programs by Position Within the Administrative Structure: Means and F-Ratios.	73
31	Responses of Directors and Principals to Statements About Supervising Vocational Staff: Means and F-Ratios.	75

LIST OF TABLES
(Continued)

Table		Page
32	Responses of Directors and Principals to Statements About Supervising Vocational Staff by Type of School District: Means and F-Ratios.	77
33	Responses of Directors to Statements About Supervising Vocational Staff by Position Within the Administrative Structure: Means and F-Ratios	79
34	Responses of Directors and Principals to Statements About Supervising Vocational Programs: Means and F-Ratios.	81
35	Responses of Directors and Principals to Statements About Supervising Vocational Programs by Type of School District: Means and F-Ratios.	83
36	Responses of Directors to Statements About Supervising Vocational Programs by Position Within the Administrative Structure: Means and F-Ratios.	86
37	Responses of Directors and Principals to Statements About Disciplining Vocational Students: Means and F-Ratios.	88
38	Responses of Directors and Principals to Statements About Disciplining Vocational Students by Type of School District: Means and F-Ratios.	89
39	Responses of Directors to Statements About Disciplining Vocational Students by Position Within the Administrative Structure: Means and F-Ratios	91
40	Responses of Directors and Principals to Statements About Supervising Vocational Guidance and Counseling: Means and F-Ratios.	92
41	Responses of Directors and Principals to Statements About Supervising Vocational Guidance and Counseling by Type of School District: Means and F-Ratios .	94

LIST OF TABLES
(Continued)

Table		Page
42	Responses of Directors to Statements About Supervising Vocational Guidance and Counseling by Position Within the Administrative Structure: Means and F-Ratios	96
43	Responses of Directors and Principals to Statements About Encouraging Vocational Youth Organizations: Means and F-Ratios	97
44	Responses of Directors and Principals to Statements About Encouraging Vocational Youth Organizations by Type of School District: Means and F-Ratios	98
45	Responses of Directors to Statements About Encouraging Vocational Youth Organizations by Position Within the Administrative Structure: Means and F-Ratios	100
46	Responses of Directors and Principals to Statements About Encouraging School and Community Relationships: Means and F-Ratios	101
47	Responses of Directors and Principals to Statements About Encouraging School and Community Relationships by Type of School District: Means and F-Ratios	103
48	Responses of Directors to Statements About Encouraging School and Community Relationships by Position Within the Administrative Structure: Means and F-Ratios	104
49	Responses of Directors and Principals to Statements About Supervising Vocational Research and Development: Means and F-Ratios	106
50	Responses of Directors and Principals to Statements About Supervising Vocational Research and Development by Type of School District: Means and F-Ratios	108

LIST OF TABLES
(Continued)

Table		Page
51	Responses of Directors to Statements About Supervising Vocational Research and Development by Position Within the Administrative Structure: Means and F-Ratios.	109
52	Responses of Directors and Principals to Statements About Supervising Vocational Advisory Committees: Means and F-Ratios.	111
53	Responses of Directors and Principals to Statements About Supervising Vocational Advisory Committees by Type of School District: Means and F-Ratios . . .	113
54	Responses of Directors to Statements About Supervising Vocational Advisory Committees by Position Within the Administrative Structure: Means and F-Ratios.	114
55	Responses of Directors and Principals to Statements About Managing Vocational Out-of-School Youth and Adult Programs: Means and F-Ratios	116
56	Responses of Directors and Principals to Statements About Managing Vocational Out-of-School Youth and Adult Programs by Type of School District: Means and F-Ratios.	118
57	Responses of Directors to Statements About Managing Vocational Out-of-School Youth and Adult Programs by Position Within the Administrative Structure: Means and F-Ratios.	119

CHAPTER I

INTRODUCTION

The position of vocational director has been recently created. The Vocational Education Act of 1963 and the Vocational Education Amendments of 1968 permitted States to use federal funds for ancillary services such as vocational supervisors and directors if the minimum qualifications for these persons were incorporated into their State Plans.

In the State of Texas, the vocational administrator (vocational director, vocational supervisor, director, or supervisor) position was created with the passage of House Bill 263, June 21, 1969. This bill granted the State Board of Education permission to develop rules and regulations under which four year accredited high schools might become eligible to initiate the position of vocational supervisor.

A vocational supervisory unit is allocated to eligible school districts by the Texas Education Agency. A school district is eligible to request a vocational supervisory unit if it has a minimum of ten full-time teaching units in four or more vocational areas.

The citations on the following pages follow the style of the Journal of Educational Research.

The person who manages the total vocational program in the school district is the vocational director. A possibility exists that neither the director's role nor his relationship with other administrative personnel has been clearly delineated.

Purpose of the Study

The purpose of this study was to determine the perceptions of vocational directors and high school principals regarding the role of the vocational director to determine if programs need to be developed to provide for optimum relationships between the vocational director and high school principal. The following objectives were developed to aid in accomplishing this purpose:

1. To determine the role of the vocational director as perceived by the vocational director and high school principal.
2. To determine areas of agreement and disagreement between the vocational director and high school principal about the role of the vocational director.
3. To determine the relationship between selected variables (type of school district and position of the vocational director within the administrative structure of the local school) and opinions of vocational directors and principals.
4. To develop a list of recommendations to enhance the

program of vocational education at State and local levels.

Rationale for the Study

The underlying hypothesis of this study is that conflicts exist between vocational directors and high school principals in their perceived role of the vocational director. This hypothesis will be supported if a 10 percent level of disagreement in perceptions is found between directors and principals.

When the duties and responsibilities of the vocational administrator (hereafter called director, vocational director or vocational supervisor) and the high school principal are compared, the possibility of infringement upon the other person's rights becomes noticeable.

Traditionally, the high school principal has been charged with total responsibility for conducting the educational process within his school. The curriculum of most Texas high schools is composed of both vocational and academic courses. French (5:508) listed the duties and responsibilities of the secondary school principal as follows:

> Subject to the regulations of the board of education and the authority of the superintendent, the principal is the chief administrative officer of a given secondary school. It is he who sees that state laws and board regulations are carried out effectively. He and his staff admit students, dismiss them to their schools, certify them for work permits, direct the instructional and extra-class programs, assign teachers

> to particular subjects and rooms, make out the schedule, assign students, administer the testing, inventory, and promotion of pupils, prepare a budget and requisition supplies, arrange lectures and assembly programs, supervise and evaluate teachers, and direct many special services.... Also, the principal is usually the chief disciplinarian. He is responsible for initiating and evaluating revision of the curriculum, and for calling and presiding over a faculty and committee meetings.

Leighbody (14:41) states, "As administrative head of the entire local vocational education program, the administrator is responsible to the superintendent or other chief officer for the development, operation and effectiveness of the program."

The Texas Education Agency (20:2) defines the vocational education supervisor unit as:

> the equivalent of one full-time supervisor receiving an annual salary paid under the Minimum Foundation Program, by local funds, or through contract with the Department of Occupational Education and Technology. This unit is allocated for the purpose of providing administrative and supervisory services to the various vocational education programs, services, and activities conducted by the local school. In addition, the vocational supervisor is responsible for maintaining adequate records for reporting purposes to the local superintendent and the Department of Occupational Education and Technology.

It seems as though the vocational program located within a comprehensive high school is under the direction of two persons, both of whom report to a higher authority. This situation favors the possibility of conflict between these two persons.

The areas of responsibility of the vocational administrator as defined in the Guide for Public Schools in Planning Programs

of Occupational Education for In-School Students (20:28) in which possible disagreement between the vocational administrator and high school principal may arise are: developing programs for both in-school and out-of-school youth and adults; recommending adequate facilities; being skilled in financial aspects of the program; establishing student admission for each program; staffing of personnel; organizing and promoting in-service training programs; supervising the counseling, guidance, and testing of students; maintaining adequate follow-up records of product and process; and exercising administrative authority for discipline.

Therefore, with the duties and responsibilities of the vocational director and high school principal being so narrowly separated, the determination of perceptions of vocational directors and high school principals regarding the role of the vocational director is needed in order that possible areas of conflict may be identified. If a study of this type is not performed, the situation between these two persons may develop as that referred to by Van Zwoll (24:235) when he pointed to the need for defining the duties and responsibilities of the supervisor in relation to the principal. He stated, "Failure to do so results, as does happen in some schools, in teacher confusion and frustration as to which of two masters to serve, and when."

Definition of Terms

Terms used in this study are defined as follows:

Director, Vocational Director, Vocational Supervisor, and Vocational Administrator are used interchangeably and refer to the person who manages the total vocational program.

Single school district is a local school district that: (1) employs a vocational director, (2) has only one high school in the district that includes the twelfth grade, and (3) includes vocational courses in its curriculum.

Multi-school district is a local school district that: (1) employs a vocational director, (2) has more than one high school in the district that includes the twelfth grade, and (3) has more than one high school that includes vocational courses.

Administrative structure refers to the line and staff relationship of the vocational director to the high school principal.

Office of the superintendent refers to personnel within the office of the superintendent who were identified as the direct supervisor of the vocational director.

Undetermined position refers to the situation in which the direct supervisor of the vocational director could not be determined. In other words, a principal identified a person as the direct supervisor of the vocational director, however, the director in that same school district identified another person as his direct supervisor.

Limitations

The findings of the study were subject to the following limitations:

1. Data analyzed were limited to the responses on the questionnaire.
2. Responses were limited to the vocational director and one high school principal in each school district in Texas that employed a vocational director.

Research Procedure

Possible respondents for the research consisted of 133 vocational directors and 133 high school principals. The 133 vocational directors represent the total population of directors within the State of Texas as of April 1, 1973. The 133 principals were selected from a stratified population. One high school principal from each of the 133 school districts that employed a vocational director was included in the sample. There were 38 of the 133 school districts that employed a vocational director that had more than one high school principal within the school district (multi-school district). A principal from each of the multi-school districts was randomly selected.

The names and addresses of vocational directors were obtained from the Public School Occupational Programs 1972-73 Directory; Vocational Directors, Vocational Supervisors, and Vocational

Counselors (22). The Public School Directory (21) was the source of the names and addresses of the high school principals.

The questionnaires for vocational directors and high school principals, Appendices A and B, were developed with assistance from Texas A&M University faculty advisors, personnel from the Texas Education Agency, and from a review of the literature. The questionnaires were divided into Sections I and II and utilized the closed form responses. Duplicate questionnaires were developed for directors and principals with the exception of four additional questions requested of the director within Section I.

Section I obtained data about selected characteristics of the vocational directors by type of school district. This section was designed to obtain responses from directors in regard to: (1) age, (2) highest degree earned, (3) employment in a field other than education, (4) employment in public school education, and (5) location of office. This section was also designed to obtain perceptions and opinions of directors and principals about (1) title of the vocational director, and (2) immediate supervisor of the vocational director.

Section II of the questionnaire obtained data from directors and principals regarding their perceptions of the role of the vocational director. This section was designed to obtain responses from both groups to statements in the following categories: (1) planning vocational programs, (2) financing

vocational programs, (3) supervising vocational facilities, equipment and supplies, (4) staffing vocational programs, (5) managing in-service training programs, (6) supervising vocational staff, (7) supervising vocational programs, (8) disciplining vocational students, (9) supervising vocational guidance and counseling, (10) encouraging vocational youth organizations, (11) encouraging school and community relationships, (12) supervising vocational research and development, (13) supervising vocational advisory committees, and (14) managing vocational out-of-school youth and adult programs.

In this section, both the vocational directors and high school principals responded to the same statements. The 61 items of Section II were developed so that numerical values could be assigned for all possible responses as follows: 5 - Strongly Agree; 4 - Agree; 3 - Neither Agreement nor Disagreement; 2 - Disagree; and 1 - Strongly Disagree.

The questionnaire was evaluated by vocational directors, university faculty advisors, and personnel from the Texas Education Agency in regard to its content and format. Revisions were made as needed.

Initial mailing of the coded questionnaire, cover letter, Appendix C, and stamped, self-addressed return envelopes was made April 10, 1973. The cover letter explained the purpose of the study and requested the participation of respondents. The cover letter was individually addressed to respondents.

Follow-up letters, Appendix D, were mailed April 23, 1973 to all those who had not responded. Prior to mailing the follow-up letter, 105 questionnaires had been received from vocational directors and 77 from high school principals. A second follow-up letter, Appendix E, including duplicate questionnaires and stamped, self-addressed return envelopes, was mailed May 3, 1973 as a final written request for participation.

Personal telephone requests were made May 9-11, 1973 to those who had not responded. By May 14, 1973 responses from 126 or 94.7 percent of the vocational directors and 127 or 95.5 percent of high school principals had been received. From this response 121 pairs of vocational directors and high school principals from the same school districts had been received. Of the 121 pairs, 86 were located in single school districts and 35 were located in multi-school districts. The data cards were taken to the Data Processing Center, Texas A&M University, for appropriate statistical computations.

The mean responses of directors and principals to each of the 61 statements were used to determine the extent to which each group agreed that a statement described a function of the vocational director. A mean of 5 was the highest possible level of agreement; a mean of 1 was the highest possible level of disagreement. A mean of 3 indicated the group neither agreed nor disagreed with the statement.

Analysis of variance was used to determine the differences between responses of directors and principals. It was the method used, also, to test the level of association between responses and (1) type of school district, and (2) position of the vocational director within the administrative structure. The confidence level was set at the .05 level of probability for each test of significance. Data from the information forms were analyzed statistically to test the following null hypotheses:

1. There is no difference between responses of vocational directors and high school principals.
2. There is no association between responses of vocational directors and type of school district.
3. There is no association between responses of high school principals and type of school district.
4. There is no association between responses of vocational directors and position within the administrative structure.

CHAPTER II

REVIEW OF LITERATURE

Hills (10:12) states, "...although textbooks, course syllabi, and professional journals are overflowing with normative statements concerning the aims and purposes of teachers and administrators, there is again little concrete knowledge regarding either what they do, or, the objective consequences of these activities."

As the duties and responsibilities of the vocational administrator are investigated, his role is being investigated. According to Eckel (4), role is conceived as the "rights" and "obligations" of a person in a certain position, and a certain behavior is expected of this focal person who in turn expects others in related positions to exhibit certain behaviors in reference to him. Guss (7) says that an individual's perception of himself and his role largely determines his behavior and this self-image is partially created by the expectations of others.

Secord and Bachman (17:454) made the following statement: "A person regularly expects that he will behave in a certain manner, and he usually has definite expectations concerning the behavior of persons with whom he interacts." However, Shibutani (18:53) points out: "...in a changing society there are many roles that are only vaguely defined; the claims and obligations of those who are more or less related to one another are not firmly established, and much depends upon the personal views of those who

happen to be involved....Hence, group norms and roles may be regarded as products of collective adjustments to life conditions."

There have been many studies that were concerned with the incongruency of role perceptions of different individuals or role conflict. Lane (12:75) found, "As long as there is more than one position in an organization, there will be some degree of role conflict." The American Association of School Administrators (AASA) 1955 Yearbook (1) says a person is placed in a difficult position with the liklihood of his associates being suspicious and resentful of his activities unless the duties and responsibilities of a newly created position are defined. Kahn et al. (11) found a characteristic of innovative roles to be conflict. The desire to maintain the status quo held by the "old guard" produces this conflict with the occupants of these innovative roles. Shibutani (18:51) pointed out that:

> Conventional roles are learned through participation in organized groups. Models of appropriate conduct differ from group to group. Steady coordination depends upon the extent to which the participants share conceptions of one another's roles. Where this is not the case, there is bound to be misunderstanding and perhaps conflict. It is not surprising, therefore, that people with different cultural backgrounds often have considerable difficulty in cooperating. Even when each person acts in good faith he finds that his efforts do not mesh with those of others. Since he is acting conscientiously, he may become angered or suspicious at the failure of others to comply to what he regards as his legitimate claims upon them. Before long the various participants begin to impute malicious intent to one another, and unless they are able to clarify their differences through communication, concerted action breaks down.

Role disagreement has been illustrated in many studies between school personnel. For instance, Vigilante (25:641) concluded:

> Leadership problems, notably resistance to change at the principal-supervisor level, generally occur because of the attitude balance in the principal-supervisor relationship has been disturbed.... A mutual respect balance exists when each is respected and is encouraged to practice and pursue the satisfactions of his position until the pursuit infringes on the right of the other to do the same.... The supervisor's and the principal's perceived view can function as a hidden source of disagreement and friction or it can serve as a catalytic agent which brings about change.

Gross et al. (6) found that superintendents and school board members each assigned more responsibility to their own position than to the position of the other. A study by Leidheiser (13) found that the supervisors and administrators of the Ohio Cooperative Extension Service held incongruent perceptions of the individual tasks, and thus the total job of the supervisor. Therefore, the possibility of the role conflict existed. Urick and Frymier (23:108) pointed out, "The existence of ill-defined relationships among teachers, administrators, and supervisors and of conflicting perceptions of the role each sees himself and others playing may combine to inhibit the consideration of change."

A study by Barlow and Reinhart (3) showed the trade and technical leaders strongly felt that vocational education should be placed under the administration of vocational educators. This reaction was explained to mean that other types of educational leaders may not be considered as knowledgeable, appreciative or as

easy to work with in trade and technical education. The study also suggested that the trade and technical leaders felt if all educators had a better understanding of the vocational educator's role and if their rank was increased, they could be more effective.

When surveying the literature for the duties and responsibilities of school personnel, we find many studies. Wiser (26:44) reported, "A school system, and all segments of education, must have the finest kind of team work with each person playing his own position well and in full coordination with the total effort. We must know what the other members are doing if we are going to cross the goal lines of education." In relation to this, Vigilante (25:641) said, "Optimum relationships can be developed when one is fully conscious of his own basic commitments or assumptions as he is of the basic commitments or assumptions held by others." It was Hettinger (9:94) who stated that: "The administrative objectives of any educational institution should be the performance of executive and operational duties so that the educational objectives of the institution may be effectively achieved." Within the AASA 1955 Yearbook (1:10) is the statement, "In educational administration, principals, supervisors, superintendents, and school board members all have special responsibilities for inducing other persons to contribute to the attainment of the objectives of the schools." The AASA 1958 Yearbook (2:195-6) reports:

> To accomplish all the tasks, the administrative organization must reconcile responsibility with authority, provide time and personnel, and make all the resources of the school and community readily

> available so that the program of instruction may be rich, meaningful, and productive.... The specificity of areas of responsibility and authority must be clear to all but subject to review and modification as changing circumstances may require. It means that an unusually high level of mutual respect must exist among all on the administrative team.

However, Van Zwoll (24:22) makes this statement:

> The presence within the organization of needed specialists provides potential for doing better the work to be done. However, the resulting division of authority, even though it may follow lines of competency or specialization, leads toward the kind of confusion which demoralizes workers all along the line and thus decreases efficiency. The availability of expert direction is the strength of the functional staff form of organization. The uncertainity as to where responsibility rests is its chief fault.

From other sources we find references to the duties and responsibilities of the principal and vocational administrator. French, Van Zwoll, and the AASA 1958 Yearbook all agree with... what transpires within the building should be the entire responsibility of the building principal within the framework of the system-wide and state-mandated policies (5, 24, 2).

The AASA 1958 Yearbook (2) states that the boundaries of responsibility should be clearly understood, and the principal's integrity should be respected. If the principal is to be evaluated on the product of the school he should be involved in choosing teachers. The yearbook also stated if the building principal must surrender the laurels of achievement to someone who has not earned them, he cannot be expected to be his best self. Likewise, McClearly (15:277) writes, "In medium-sized

school districts, principals carry full responsibility not only for selecting and nominating teacher candidates, but for organizing viable programs and procedures for personnel coordination, development, and improvement." However, Sybouts (19:114) felt, "The administrator of a comprehensive high school often has inadequate background for effective leadership of the vocational educational program of his school."

Leighbody (14) says, with the rapid growth, both in numbers and scope, of the vocational program the role of the vocational administrator has become much more comprehensive and more complex. Gutcher (8) points out the lack of needed information regarding administrative qualities due to the expanding demand for qualified vocational-technical administrators. He suggests that training programs should be based upon knowledge of the characteristics desired by the employers of the administrators. Leighbody (14:43-45) also made the following statement:

> ...the vocational program in a school system may suffer because the vocational administrator is not accorded an adequate rank in the administrative hierachy. It is suggested that he needs to function at a level just below the superintendent and should report directly to the superintendent with the rank of assistant superintendent.... In a rapidly changing world, vocational leadership must be dynamic and forward looking. It must be able to adapt its thinking and its behavior to the constantly changing situations that arise, and, at the same time maintain stability and direction in the program.

From another source we find,

> Vocational education is at a point in history

> where its leadership demands have increased in both quantity and quality. The bold expansion of vocational education programs and the number of people being served has intensified the need for leaders at all levels. To meet these needs it is appropriate to examine leader's performance requirements and design programs based on these requirements. Unfortunately, little has been accomplished in this direction (16:3).

The review of literature reveals two outstanding problems. First, the role of the vocational director has not been adequately defined. Second, a possibility of role conflict exists between the vocational director and the high school principal.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

This chapter presents selected background characteristics of the paired 121 of the possible 133 vocational directors and high school principals and compares their perceptions regarding the role of the vocational director. Analysis of variance was used to show differences between: (1) responses and the positions of the two groups, (2) type of school district and responses of the two groups, and (3) responses of directors and their positions within the administrative structure.

Selected Characteristics of Vocational Directors

This section discusses selected characteristics of the vocational directors by type of school district. Selected characteristics of the vocational directors presented within this section are: (1) age, (2) highest degree earned, (3) employment in a field other than education, (4) employment in public school education, and (5) location of office.

Age of Vocational Directors

Table 1, page 20, shows that the median age of directors was 45.5 years. The median age of those located in single school districts was 44.7 years compared to 46.7 years for those located in multi-school districts. Four of the 121 vocational directors

Table 1. Age of Vocational Directors by Type of School District

Age	Type of School District					
	Single School		Multi-School		Total	
	Number	Percent	Number	Percent	Number	Percent
26-30	4	4.6	0	0.0	4	3.3
31-35	12	14.0	2	5.7	14	11.6
36-40	11	12.8	4	11.4	15	12.4
41-45	17	19.8	7	20.0	24	19.8
46-50	22	25.6	13	37.2	35	28.9
51-55	10	11.6	3	8.6	13	10.8
56-60	7	8.1	4	11.4	11	9.1
61-65	3	3.5	2	5.7	5	4.1
Total	86	100.0	35	100.0	121	100.0
Median	44.7		46.7		45.5	

were between 26 and 30 years of age and all four were located in single school districts. Five directors were between 61 and 65 years of age with three of these located in single school districts and the other two in multi-school districts. The 46 to 50 age interval included the largest number, 28.9 percent, of directors.

Highest Educational Degree Earned

Table 2, page 22, shows that 89.3 percent of the directors had earned the master's degree, while 8.3 and 2.4 percent had earned the bachelor's degree and doctorate, respectively. These percentages were almost the same for directors of single school and multi-school districts.

Employment in a Field Other than Education

Years of employment in a field other than education. As shown in Table 3, page 23, almost 85 percent of the directors have had some type of employment in a field other than education since high school. They have been employed in a field other than education by the following intervals of years in descending percentages: (1) 1 to 3 years, 28.1 percent; (2) 4 to 6 years, 25.6 percent; (3) 13 or more years, 12.4 percent; (4) 7 to 9 years, 9.9 percent; and (5) 10 to 12 years, 8.3 percent.

It may be noted that 19.8 percent of those located in single school districts have had no employment outside the field of education compared to only 5.7 percent of those located in multi-

Table 2. Highest Educational Degree Earned by Vocational Directors by Type of School District

	Type of School District					
	Single School		Multi-School		Total	
Degree	Number	Percent	Number	Percent	Number	Percent
Bachelor	7	8.2	3	8.6	10	8.3
Master	77	89.5	31	88.6	108	89.3
Doctorate	2	2.3	1	2.8	3	2.4
Total	86	100.0	35	100.0	121	100.0

Table 3. Years of Employment of Vocational Directors in a Field Other than Education by Type of School District

	Type of School District					
	Single School		Multi-School		Total	
Years	Number	Percent	Number	Percent	Number	Percent
None	17	19.8	2	5.7	19	15.7
1-3	27	31.3	7	20.0	34	28.1
4-6	22	25.6	9	25.8	31	25.6
7-9	6	7.0	6	17.1	12	9.9
10-12	4	4.7	6	17.1	10	8.3
13 or more	10	11.6	5	14.3	15	12.4
Total	86	100.0	35	100.0	121	100.0
Median	2.9		5.8		3.7	

school districts. Also, the median years of employment in a field other than education were much lower for directors located in single school districts than for those in multi-school districts; 2.9 and 5.8 years, respectively.

Classification of work experience in a field other than education. As may be seen in Table 4, page 25, 25.6 percent of the directors who had work experience in a field other than education classified their experience as skilled. The classification of work experience that received the least percentage of responses, 1.7, was unskilled.

Employment in Public School Education

Years of employment in public school education. The intervals of 11 through 25 years of employment in public school education accounts for 91.4 percent of directors located in multi-school districts compared to 70.9 percent of those located in single school districts, as may be seen in Table 5, page 26. It may be noted that 15.1 percent compared to 2.9 percent of directors located in single and multi-school districts, respectively, have had 6 to 10 years of this type of employment. Also, 14.0 percent in comparison to 5.7 percent of the directors of single and multi-school districts, respectively, have had 26 or more years of employment in public school education.

Experience in an administrative position other than present one. The majority, 53.7 percent, of vocational directors have had

Table 4. Classification of Work Experience of Vocational Directors in a Field Other than Education by Type of School District

Classification	Type of School District					
	Single School		Multi-School		Total	
	Number	Percent	Number	Percent	Number	Percent
Professional or Managerial	17	19.8	6	17.1	23	19.0
Clerical and Sales	11	12.8	2	5.7	13	10.7
Service	8	9.2	2	5.7	10	8.3
Skilled	18	20.7	13	37.1	31	25.6
Semiskilled	2	2.5	1	2.9	3	2.5
Unskilled	1	1.2	1	2.9	2	1.7
Combination	12	14.0	8	22.9	20	16.5
None	17	19.8	2	5.7	19	15.7
Total	86	100.0	35	100.0	121	100.0

Table 5. Years of Employment of Vocational Directors in Public School Education by Type of School District

Years	Type of School District					
	Single School		Multi-School		Total	
	Number	Percent	Number	Percent	Number	Percent
6-10	13	15.1	1	2.9	14	11.6
11-15	19	22.1	6	17.1	25	20.6
16-20	19	22.1	15	42.9	34	28.1
21-25	23	26.7	11	31.4	34	28.1
26 or more	12	14.0	2	5.7	14	11.6
Total	86	100.0	35	100.0	121	100.0
Median	17.9		18.5		18.2	

no administrative experience other than that obtained in their present position. As shown in Table 6, page 28, 64.0 percent of the directors in single school districts have not had other administrative experience, however, only 28.5 percent of the directors in multi-school districts have not had this type of experience.

Of the total directors, 19.0 percent have held the position of principal, 1.7 percent have been an assistant superintendent, and only 0.8 percent have been a superintendent. The conglomerate of "Other" accounted for 24.8 percent of the responses, with the positions of assistant principal and director of adult education being the most common.

Years as a vocational teacher. Directors located in single school districts have been vocational teachers longer than directors in multi-school districts. Table 7, page 29, shows that the median years as a vocational teacher were 9.2 for directors located in single school districts compared to 6.8 years for those located in multi-school districts. This is due to the fact that all directors located in multi-school districts have been vocational teachers for a period of twenty years or less, whereas 16.3 percent of those in single school districts have been vocational teachers for a period of twenty-one years or more.

Approximately one-third of the directors have had six to ten years of employment as a vocational teacher. There were four or 3.3 percent, however, who had no vocational teaching experience.

Table 6. Administrative Experience of Vocational Directors in a Position Other than Their Present One by Type of School District

	Type of School District					
	Single School		Multi-School		Total	
Administrative Experience	Number	Percent	Number	Percent	Number	Percent
No Administrative Experience	55	64.0	10	28.5	65	53.7
Position of Superintendent	1	1.2	0	0.0	1	0.8
Position of Assistant Superintendent	1	1.2	1	2.9	2	1.7
Position of Principal	14	16.2	9	25.7	23	19.0
Other Type of Administrative Experience	15	17.4	15	42.9	30	24.8
Total	86	100.0	35	100.0	121	100.0

Table 7. Years of Experience of Vocational Directors as a Vocational Teacher by Type of School District

	Type of School District					
	Single School		Multi-School		Total	
Years	Number	Percent	Number	Percent	Number	Percent
None	2	2.3	2	5.7	4	3.3
1-5	16	18.6	12	34.3	28	23.1
6-10	30	34.9	10	28.6	40	33.1
11-15	11	12.8	5	14.3	16	13.2
16-20	13	15.1	6	17.1	19	15.7
21-25	10	11.6	0	0.0	10	8.3
26 or more	4	4.7	0	0.0	4	3.3
Total	86	100.0	35	100.0	121	100.0
Median	9.2		6.8		8.6	

Program areas in which vocational directors were teachers. Slightly more than 73 percent of the vocational directors had been either agricultural or industrial education teachers, 45.5 percent and 28.1 percent, respectively. As Table 8, page 31, shows 58.1 percent of the directors in single school districts had been agricultural education teachers and 18.6 percent had been teachers of industrial education. In the multi-school districts 51.4 percent of the directors had been industrial education teachers and 14.3 percent had been teachers of agricultural education.

Less common were those who had taught distributive education and those who had taught in a combination of program areas, 16.5 and 5.8 percent, respectively. There were no directors that had taught health or homemaking and only one with an office education background.

Years employed in present position. The median years of employment of directors in their present position varied according to the type of school district in which the director was employed. Table 9, page 32, shows the median years as: 2.0 years for directors located in single school districts, and 3.9 years for those located in multi-school districts. In single school districts, 33.8 percent of the directors were in their third year of employment as vocational directors, 26.7 percent were in their second year, and 22.1 percent have been employed for only one year. In multi-school districts, 37.2 percent of the directors have had six

Table 8. Program Area in Which Vocational Directors had been Teachers by Type of School District

Program Area	Type of School District				Total	
	Single School		Multi-School			
	Number	Percent	Number	Percent	Number	Percent
Agriculture	50	58.1	5	14.3	55	45.5
Distributive	14	16.3	6	17.1	20	16.5
Health	0	0.0	0	0.0	0	0.0
Homemaking	0	0.0	0	0.0	0	0.0
Industrial	16	18.6	18	51.4	34	28.1
Office	1	1.2	0	0.0	1	0.8
Other	1	1.2	3	8.6	4	3.3
Combination	4	4.6	3	8.6	7	5.8
Total	86	100.0	35	100.0	121	100.0

Table 9. Years of Employment of Vocational Directors in Their Present Position by Type of School District

Years	Type of School District					
	Single School		Multi-School		Total	
	Number	Percent	Number	Percent	Number	Percent
1	19	22.1	4	11.4	23	19.0
2	23	26.7	3	8.6	26	21.5
3	29	33.8	5	14.3	34	28.1
4	6	7.0	6	17.1	12	9.9
5	2	2.3	4	11.4	6	5.0
6 or more	7	8.1	13	37.2	20	16.5
Total	86	100.0	35	100.0	121	100.0
Median	2.0		3.9		2.3	

or more years of employment as vocational directors, 17.1 percent four years, and 14.3 percent three years.

Location of Office

As may be seen in Table 10, page 34, the locations of the offices of directors varied according to type of school district. In multi-school districts, 74.2 percent of the directors compared to 23.3 percent of those in single school districts were located within the central administrative offices. Due to insufficient descriptions of what constitutes the location of the directors' office between (1) in building with high school principal and (2) in vocational technical center, the author has misgivings as to the accuracy of responses regarding these two locations. It can be noted, however, that an extreme difference of responses in regard to these two locations was received from directors by type of school district.

Title and Administrative Position of the Vocational Director

This section includes the perceptions and opinions of vocational directors and high school principals about the title and immediate supervisor of the vocational director.

Titles of the Vocational Directors

Present title. Table 11, page 35, shows that the persons in

Table 10. Location of Office of Vocational Directors by Type of School District

Location of Office	Type of School District				Total	
	Single School		Multi-School			
	Number	Percent	Number	Percent	Number	Percent
In Building with High School Principal	23	26.7	1	2.9	24	19.8
In Vocational Technical Center	39	45.4	8	22.9	47	38.9
In Central Administrative Offices	20	23.3	26	74.2	46	38.0
Other	4	4.6	0	0.0	4	3.3
Total	86	100.0	35	100.0	121	100.0

Table 11. Present Title of Vocational Directors by Type of School District

Present Title	Type of School District				Total	
	Single School		Multi-School			
	Number	Percent	Number	Percent	Number	Percent
Assistant Superintendent of Vocational Programs	0	0.0	2	5.7	2	1.6
Assistant Administrator of Vocational Programs	9	10.5	1	2.9	10	8.3
Vocational Administrator	5	5.8	1	2.9	6	5.0
Vocational Director	58	67.5	22	62.8	80	66.1
Vocational Supervisor	7	8.1	0	0.0	7	5.8
Other	7	8.1	9	25.7	16	13.2
Total	86	100.0	35	100.0	121	100.0

charge of vocational programs have a variety of titles. The various titles of these persons by descending percentages of response were as follows: (1) vocational director, 66.1 percent; (2) assistant administrator of vocational programs, 8.3 percent; (3) vocational supervisor, 5.8 percent; (4) vocational administrator, 5.0 percent; and (5) assistant superintendent for vocational programs, 1.6 percent.

It may be noted that seven directors had the title of vocational supervisor and all were located in single school districts. Also, two directors had the title of assistant superintendent of vocational programs; both were located in multi-school districts.

The conglomerate of "Other" accounted for 13.2 percent of the directors. Although this group had a variety of titles, the titles most frequently specified incorporated the term "coordinator" within the title.

Preferred title of this person by directors and principals. As shown in Table 12, page 37, a majority of directors and principals located in single school districts agreed that the title of the person who manages the vocational program should be "vocational director", 55.8 percent and 64.0 percent, respectively. Next most common preferred titles for this person by directors were: (1) assistant superintendent of vocational programs, 17.5 percent; and (2) assistant administrator of vocational programs; and vocational administrator, 11.6 percent each.

Table 12. Preferred Title of the Vocational Director by Directors and Principals by Type of School District

Title Preference	Type of School District							
	Single School				Multi-School			
	Directors		Principals		Directors		Principals	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Assistant Superintendent of Vocational Programs	15	17.5	2	2.3	15	42.8	4	11.4
Assistant Administrator of Vocational Programs	10	11.6	2	2.3	6	17.1	0	0.0
Vocational Administrator	10	11.6	10	11.6	3	8.6	7	20.0
Vocational Director	48	55.8	55	64.0	9	25.7	20	57.1
Vocational Supervisor	0	0.0	12	14.0	0	0.0	3	8.6
Principal of Vocational Programs	0	0.0	2	2.3	1	2.9	1	2.9
Other	3	3.5	3	3.5	1	2.9	0	0.0
Total	86	100.0	86	100.0	35	100.0	35	100.0

Excluding the title of vocational director, the principals in single school districts ranked the preferred title of this person in the following order: (1) vocational supervisor, 14.0 percent; (2) vocational administrator, 11.6 percent; and (3) assistant superintendent of vocational programs; assistant administrator of vocational programs; and principal of vocational programs, 2.3 percent, respectively. It should be noted that the titles of vocational supervisor and principal of vocational programs were perceived to be appropriate by a small percentage of principals, but they were not perceived to be appropriate by a single director.

Directors and principals in multi-school districts varied greatly in their perceptions regarding the title of this person. The title of assistant superintendent of vocational programs was chosen by 42.8 percent of the directors compared to 11.4 percent of the principals. The title of vocational director was selected by 57.1 percent of the principals compared to 25.7 percent of the directors; the title of assistant administrator of vocational programs was favored by 17.1 percent of the directors although no principals felt this title to be appropriate; and the title of vocational administrator was selected by 8.6 percent of the directors and 20.0 percent of the principals. Although the title of vocational supervisor was deemed as inappropriate by all directors, 8.6 percent of the principals indicated this should be the title of this person.

Immediate Supervisor of the Vocational Director

Present immediate supervisor of the vocational director. When the directors and principals identified the immediate supervisor of the vocational director, conflicting opinions appeared in their responses. Table 13, page 40, shows that discrepancies exist between the perceptions of directors and principals in single school districts regarding the immediate supervisor of the vocational director. Responses indicated that the superintendent was the immediate supervisor of 50.0 percent of the directors but only 21.0 percent of the principals gave this response. In the same type of school district, 27.9 percent of the directors in contrast to 55.8 percent of the principals responded that the high school principal was the immediate supervisor of the director. Responses cited the assistant superintendent as the immediate supervisor of 15.1 percent of the directors and this response was also received from 9.3 percent of the principals. There were 7.0 percent and 13.9 percent of directors and principals, respectively, that responded that someone other than those mentioned previously, was the immediate supervisor of the vocational director.

In multi-school districts, the perceptions of directors and principals regarding the immediate supervisor of the vocational director did not vary as greatly as in the single school districts. Both groups, principals and directors, agreed that the director was supervised directly by the assistant superintendent, 62.8 and

Table 13. Immediate Supervisor of the Vocational Director as Perceived by Directors and Principals by Type of School District

	Type of School District							
	Single School				Multi-School			
	Directors		Principals		Directors		Principals	
Immediate Supervisor	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Superintendent	43	50.0	18	21.0	8	22.9	7	20.0
Assistant Superintendent	13	15.1	8	9.3	22	62.8	16	45.7
High School Principal	24	27.9	48	55.8	1	2.9	5	14.3
Other	6	7.0	12	13.9	4	11.4	7	20.0
Total	86	100.0	86	100.0	35	100.0	35	100.0

45.7 percent, respectively. The responses from 22.9 percent of the directors and 20.0 percent of the principals indicated that the superintendent was the immediate supervisor of this person. There were 14.3 percent of the principals that indicated that they were the immediate supervisor of the vocational director, but only 2.9 percent of the directors that indicated they were supervised immediately by the principal.

The "Other" category accounted for 11.4 percent of the directors and 20.0 of the principals. The majority of both directors and principals that responded in this category agreed that the immediate supervisor of the director were directors of secondary education.

Preferred immediate supervisor of the vocational director. In response to the question concerning who should be the immediate supervisor of the vocational director, a vast amount of discrepancy appeared between the opinions of directors and principals. Table 14, page 42, shows that a large majority, 73.3 percent of the directors in single school districts were of the opinion that the superintendent should be their immediate supervisor. In contrast, 67.4 percent of the principals felt that the high school principals should be the immediate supervisor of the vocational director.

In multi-school districts, 62.9 percent of the directors felt that they should report directly to the superintendent, and 31.4 percent felt the assistant superintendent should be their immediate supervisor. The assistant superintendent was perceived

Table 14. Perceptions of Directors and Principals as to Who Should be the Immediate Supervisor of the Vocational Director by Type of School District

Preference of Immediate Supervisor	Type of School District							
	Single School				Multi-School			
	Directors		Principals		Directors		Principals	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Superintendent	63	73.3	13	15.1	22	62.9	6	17.1
Assistant Superintendent	11	12.8	9	10.5	11	31.4	17	48.6
High School Principal	9	10.5	58	67.4	0	0.0	9	25.7
Other	3	3.4	6	7.0	2	5.7	3	8.6
Total	86	100.0	86	100.0	35	100.0	35	100.0

to be the immediate supervisor of the director by 48.6 percent of the principals in this type of school district. The opinion of 25.7 percent of the principals was that the director should report directly to them, although not a response that concurred with this opinion was received from a director. The responses from 17.1 percent of the principals agreed as to the superintendent being the logical supervisor of the director.

Position of the vocational director within the administrative structure. Table 15, page 44, shows that 17.4 percent of the directors were supervised by the high school principal. A person within the office of the superintendent was the immediate supervisor of 26.4 percent of the directors. However, the position of the directors within the administrative structure could not be determined for 56.2 percent of the directors, because the responses of the paired directors and principals regarding the immediate supervisor of the vocational director were in conflict with each other.

Role of the Vocational Director as Perceived by Vocational Directors and High School Principals

This section compares the perceptions of vocational directors and high school principals in regard to the functions they felt should be included in the role of the vocational director. The statements to which the two groups responded are divided into the

Table 15. Position of Vocational Directors within the Administrative Structure

Position within the Administrative Structure	Number	Percent
Supervised by the Principal	21	17.4
Supervised by the Office of the Superintendent	32	26.4
Undetermined Position within the Administrative Structure	68	56.2
Total	121	100.0

categories of: (1) planning vocational programs, (2) financing vocational programs, (3) supervising vocational facilities, equipment and supplies, (4) staffing vocational programs, (5) managing in-service training programs, (6) supervising vocational staff, (7) supervising vocational programs, (8) disciplining vocational students, (9) supervising vocational guidance and counseling, (10) encouraging vocational youth organizations, (11) encouraging school and community relationships, (12) supervising vocational research and development, (13) supervising vocational advisory committees, and (14) managing vocational out-of-school youth and adult programs.

The mean responses of directors and principals to each of the 61 statements were used to determine the level of agreement of each group as to how well each statement describes a function of the vocational director. The numeral 5 indicated the highest level of agreement, with 1 indicating the highest level of disagreement. A response of 3 indicated that the perception of the group was neutral or that it neither agreed nor disagreed with the statement.

Analysis of variance was used to determine the differences between responses of the two groups. It was the method used also, to test the level of association between responses and (1) type of school district, and (2) position of the vocational director within the administrative structure.

Planning Vocational Programs

Table 16, page 47, shows that directors and principals perceived the role of the vocational director to include all functions in the category of planning vocational programs. They felt the director should: (1) identify the purposes and objectives of the vocational program, (2) prepare the long-range plan for vocational education, (3) determine the occupations for which vocational training is to be offered, and (4) specify long-range needs for facilities, equipment, and supplies.

It may be noted, however, that directors agreed at a significantly higher level with each function than did principals. The null hypothesis about each item in the category, consequently cannot be supported. It is concluded, therefore, that a relationship does exist between responses and the positions of the two groups.

As may be seen in Table 17, page 48, two of the four statements obtained significantly different responses from directors by type of school district. Directors located in single school districts agreed at a significantly higher level than did directors of multi-school districts that the director should (1) prepare the long-range plan for vocational education, and (2) specify long-range needs for facilities, equipment and supplies for the vocational program. The null hypothesis about these two functions, therefore, cannot be supported. It is concluded that a relationship

Table 16. Responses of Directors and Principals to Statements About Planning Vocational Programs: Means and F-Ratios

Statements	Directors Mean	Principals Mean	F-Ratio
Identify the purposes and objectives of the vocational program	4.55	4.26	11.25*
Prepare the long-range plan for vocational education	4.65	4.29	21.69*
Determine the occupations for which vocational training is to be offered	4.45	3.81	39.97*
Specify long-range needs for facilities, equipment, and supplies for the vocational program	4.64	4.19	42.09*

*P <.05

Table 17. Responses of Directors and Principals to Statements About Planning Vocational Programs by Type of School District: Means and F-Ratios

Statements	Directors			Principals		
	Single School	Multi-School		Single School	Multi-School	
	Mean	Mean	F-Ratio	Mean	Mean	F-Ratio
Identify the purposes and objectives of the vocational program	4.48	4.71	2.95	4.30	4.17	0.86
Prepare the long-range plan for vocational education	4.59	4.80	4.47*	4.35	4.14	2.42
Determine the occupations for which vocational training is to be offered	4.43	4.51	0.40	3.71	4.09	4.17*
Specify long-range needs for facilities, equipment and supplies for the vocational program	4.58	4.80	5.33*	4.23	4.09	1.45

*$P < .05$

exists between type of school district and responses of directors in regard to these two functions.

Principals located in multi-school districts agreed at a significantly higher level than did principals located in single school districts that the vocational director should "determine the occupations for which training is to be offered." The null hypothesis about this item, therefore, cannot be supported. Consequently, it is concluded that a relationship does exist between type of school district and responses of principals to this function in the category of planning.

As may be seen in Table 18, page 50, directors regardless of their immediate supervisors agreed at the same level with each function in the area of planning vocational programs, with one exception. Those supervised immediately by the office of the superintendent agreed at the highest level that the director should "specify long-range needs for facilities, equipment and supplies for the vocational program"; followed by directors whose immediate supervisor could not be determined, then by those who are supervised by the high school principal. The null hypothesis regarding this function cannot, therefore, be supported. It is concluded however, that with this one exception, no relationship exists between positions of directors within the administrative structure and their responses to functions within this category.

Table 18. Responses of Directors to Statements About Planning Vocational Programs by Position within the Administrative Structure: Means and F-Ratios

Statements	Supervised by the Principal	Supervised by the Office of the Superintendent	Undetermined Position within the Administrative Structure	
	Mean	Mean	Mean	F-Ratio
Identify the purposes and objectives of the vocational program	4.52	4.47	4.59	0.33
Prepare the long-range plan for vocational education	4.48	4.72	4.68	1.72
Determine the occupations for which vocational training is to be offered	4.33	4.53	4.46	0.57
Specify long-range needs for facilities, equipment, and supplies for the vocational program	4.38	4.78	4.66	4.78*

*P < .05

Financing Vocational Programs

Table 19, page 52, shows that both directors and principals felt that each statement in the area of financing vocational programs describes a function of the vocational director. They were of the opinion that the director should: (1) work with appropriate state agency for approval and financial support of new vocational programs, (2) determine the local policies to satisfy state requirements regarding purchase and reimbursement procedures, (3) plan an annual budget for the operation of the vocational program, (4) develop specifications for equipment to be purchased, and (5) prepare purchase orders for vocational equipment and supplies approved for purchase.

The directors, however, responded at a significantly higher level than did principals to the first four items. The null hypothesis regarding these four functions, therefore, cannot be supported. It is concluded that a relationship exists between positions of the two groups and their responses to all but one function included in the category of financing vocational programs.

As may be seen in Table 20, page 53, two of the five functions received significantly different responses from directors by type of school district. Directors located in multi-school districts agreed at a significantly higher level than did directors located in single school districts that the vocational director should "work with appropriate state agency for approval and financial support of new vocational programs." The directors of single

Table 19. Responses of Directors and Principals to Statements About Financing Vocational Programs: Means and F-Ratios

Statements	Directors Mean	Principals Mean	F-Ratio
Work with appropriate state agency for approval and financial support of new vocational programs	4.72	4.23	38.35*
Determine the local policies to satisfy state requirements regarding purchase and reimbursement procedures	4.52	3.88	41.78*
Plan an annual budget for the operation of the vocational program	4.59	4.07	30.75*
Develop specifications for equipment to be purchased	4.49	4.12	16.15*
Prepare purchase orders for vocational equipment and supplies approved for purchase	3.98	3.92	0.25

*$P < .05$

Table 20. Responses of Directors and Principals to Statements About Financing Vocational Programs by Type of School District: Means and F-Ratios

Statements	Directors			Principals		
	Single School	Multi-School		Single School	Multi-School	
	Mean	Mean	F-Ratio	Mean	Mean	F-Ratio
Work with appropriate state agency for approval and financial support of new vocational programs	4.64	4.91	9.90*	4.21	4.29	0.26
Determine the local policies to satisfy state requirements regarding purchase and reimbursement procedures	4.50	4.57	0.40	3.83	4.03	1.16
Plan an annual budget for the operation of the vocational program	4.52	4.74	3.39	4.12	3.97	0.78
Develop specifications for equipment to be purchased	4.42	4.66	3.76	4.14	4.09	0.11
Prepare purchase orders for vocational equipment and supplies approved for purchase	4.15	3.57	7.34*	4.07	3.54	7.59*

*$P < .05$

school districts agreed at a significantly higher level than did directors located in multi-school districts that the director should "prepare purchase orders for vocational equipment and supplies approved for purchase." The null hypothesis for these two functions, therefore cannot be supported. It is concluded, consequently, that a relationship does exist between type of school district and responses of directors to these two functions.

Principals of single school districts agreed at a significantly higher level than did those of multi-school districts that the vocational director should "prepare purchase orders for vocational equipment and supplies approved for purchase." Therefore, the null hypothesis about this function cannot be supported. It is concluded that a relationship does exist between type of school district and responses of principals to this function.

The responses of directors regardless of position within the administrative structure did not differ significantly except for one function within the category of financing vocational programs as may be seen in Table 21, page 55. The directors supervised by the office of the superintendent agreed at the highest level that the vocational director should "work with appropriate state agency for approval and financial support of new vocational programs"; followed by those whose immediate supervisor could not be determined, then by directors whose immediate supervisor is the high school principal. The null hypothesis regarding each function in this area, with this one exception, can be supported.

Table 21. Responses of Directors to Statements About Financing Vocational Programs by Positon within the Administrative Structure: Means and F-Ratios

Statements	Supervised by the Principal	Supervised by the Office of the Superintendent	Undetermined Position within the Administrative Structure	
	Mean	Mean	Mean	F-Ratio
Work with appropriate state agency for approval and financial support of new vocational programs	4.48	4.81	4.75	4.09*
Determine the local policies to satisfy state requirements regarding purchase and reimbursement procedures	4.38	4.56	4.54	0.79
Plan an annual budget for the operation of the vocational program	4.33	4.72	4.60	2.74
Develop specifications for equipment to be purchased	4.33	4.63	4.47	1.47

Table 21. (Continued)

Statements	Supervised by the Principal Mean	Supervised by the Office of the Superintendent Mean	Undetermined Position within the Administrative Structure Mean	F-Ratio
Prepare purchase orders for vocational equipment and supplies approved for purchase	4.05	4.22	3.85	1.26

*P < .05

It is concluded, therefore, that with this one exception, no relationship exists between positions of directors within the administrative structure and their responses to functions in the area of financing vocational programs.

Supervising Vocational Facilities, Equipment and Supplies

As may be seen in Table 22, page 58, directors and principals responded affirmatively to each statement in the area of supervising vocational facilities, equipment and supplies. They believed that the vocational director should: (1) schedule vocational facilities for maximum utilization by teachers, (2) establish a policy for use of vocational facilities by groups not involved with the vocational program, (3) arrange for additional facilities needed to accomodate expanded enrollments and technological advancements in vocational courses, (4) maintain an inventory of tools, supplies and equipment assigned to vocational programs, (5) design a procedure to be used by vocational teachers for acquiring consumable supplies and materials needed in vocational programs, and (6) administer the day-by-day details of problems involving vocational equipment and supplies.

It should be noted that directors agreed at a significantly higher level than did principals with each function in this category. The null hypothesis stated in regard to each function, therefore, cannot be supported. Consequently, it is concluded

Table 22. Responses of Directors and Principals to Statements About Supervising Facilities, Equipment and Supplies: Means and F-Ratios

Statements	Directors Mean	Principals Mean	F-Ratio
Schedule vocational facilities for maximum utilization by teachers	4.34	3.64	30.99*
Establish a policy for use of vocational vacilities by groups not involved with the vocational program	4.32	3.52	44.53*
Arrange for additional facilities and equipment needed to accomodate expanded enrollments and technological advancements in vocational courses	4.50	3.83	46.50*
Maintain an inventory of tools, supplies and equipment assigned to vocational programs	4.45	4.21	6.70*
Design a procedure to be used by vocational teachers for acquiring consumable supplies and materials needed in vocational programs	4.44	4.12	8.80*
Administer the day-by-day details of problems involving vocational equipment and supplies	4.07	3.80	4.37*

*$P < .05$

that a relationship does exist between positions and responses of the two groups to functions in the area of supervising vocational facilities, equipment, and supplies.

Table 23, page 60, shows that responses of directors by type of school district were not significantly different to functions included in the area of supervising vocational facilities, equipment and supplies. The null hypothesis about functions within this category can be supported. It is concluded that no relationship exists between type of school district and responses of directors to these functions.

Responses of principals by type of school district were not significantly different regarding four of the six items in the area of supervising vocational facilities, equipment and supplies. Principals located in single school districts however, agreed at a significantly higher level than did principals located in multi-school districts that the director should (1) maintain an inventory of tools, supplies and equipment assigned to vocational programs and (2) administer the day-by-day details of problems involving vocational equipment and supplies. The null hypothesis about each of these two statements, accordingly, cannot be supported. It is concluded, therefore, that a relationship exists between type of school district and responses of principals to these two statements.

Directors regardless of their immediate supervisors responded at the same level of agreement to each function in this category as may be seen in Table 24, page 62. The null hypothesis regarding

Table 23. Responses of Directors and Principals to Statements About Supervising Vocational Facilities, Equipment and Supplies by Type of School District: Means and F-Ratios

Statements	Directors			Principals		
	Single School	Multi-School		Single School	Multi-School	
	Mean	Mean	F-Ratio	Mean	Mean	F-Ratio
Schedule vocational facilities for maximum utilization by teachers	4.35	4.31	0.04	3.77	3.34	3.73
Establish a policy for use of vocational facilities by groups not involved with the vocational program	4.27	4.46	1.25	3.53	3.49	0.05
Arrange for additional facilities and equipment needed to accomodate expanded enrollments and technological advancements in vocational courses	4.48	4.57	0.78	3.81	3.89	0.15
Maintain an inventory of tools, supplies and equipment assigned to vocational programs	4.42	4.54	0.85	4.35	3.89	9.19*
Design a procedure to be used by vocational teachers for acquiring consumable supplies and materials needed in vocational programs	4.47	4.37	0.36	4.20	3.94	2.93

Table 23. (Continued)

Statements	Directors			Principals		
	Single School	Multi-School		Single School	Multi-School	
	Mean	Mean	F-Ratio	Mean	Mean	F-Ratio
Administer the day-by-day details of problems involving vocational equipment and supplies	4.06	4.09	0.02	4.03	3.23	15.64*

*P < .05

Table 24. Responses of Directors to Statements About Supervising Vocational Facilities, Equipment and Supplies by Position within the Administrative Structure: Means and F-Ratios

Statements	Supervised by the Principal	Supervised by the Office of the Superintendent	Undetermined Position within the Administrative Structure	
	Mean	Mean	Mean	F-Ratio
Schedule vocational facilities for maximum utilization by teachers	4.14	4.28	4.43	1.06
Establish a policy for use of vocational facilities by groups not involved with the vocational program	4.05	4.41	4.37	1.36
Arrange for additional facilities and equipment needed to accomodate expanded enrollments and technological advancements in vocational courses	4.38	4.47	4.56	0.98
Maintain an inventory of tools, supplies and equipment assigned to vocational programs	4.29	4.53	4.47	0.89

Table 24. (Continued)

Statements	Supervised by the Principal Mean	Supervised by the Office of the Superintendent Mean	Undetermined Position within the Administrative Structure Mean	F-Ratio
Design a procedure to be used by vocational teachers for acquiring consumable supplies and materials needed in vocational programs	4.29	4.56	4.43	0.83
Administer the day-by-day details of problems involving vocational equipment and supplies	4.19	4.22	3.96	0.97

each of these statements can, therefore, be supported. It is concluded, then, that no relationship exists between positions of directors within the administrative structure and their responses in regard to supervising vocational facilities, equipment, and supplies.

Staffing Vocational Programs

As may be seen in Table 25, page 65, directors felt that the role of the vocational director included all five functions in the category of staffing vocational programs, whereas principals felt the role of the vocational director included only four of these functions. Directors and principals agreed that the director should: (1) interview personnel applying for vocational staff positions, (2) recommend personnel to the superintendent for staffing the instructional program, (3) recommend salary increments above state schedules for the vocational staff, and (4) assign instructors to teach vocational courses. Directors felt that the vocational director should "discharge vocational staff members when warranted," but principals felt that the vocational directors should not perform this function.

Responses of directors and principals regarding each statement in the area of staffing vocational programs were significantly different. Directors agreed with each function at a significantly higher level than did principals. The null hypothesis about each of these functions, hence, cannot be supported. It is, therefore,

Table 25. Responses of Directors and Principals to Statements About Staffing Vocational Programs: Means and F-Ratios

Statements	Directors Mean	Principals Mean	F-Ratio
Interview personnel applying for vocational staff positions	4.69	4.04	68.82*
Recommend personnel to the superintendent for staffing the instructional program	4.69	3.61	104.49*
Recommend salary increments above state schedules for the vocational staff	4.36	3.17	91.83*
Assign instructors to teach vocational courses	4.19	3.09	61.57*
Discharge vocational staff members when warranted	3.97	2.85	59.38*

*P <.05

concluded that a relationship does exist between positions and responses of directors and principals in regard to staffing vocational programs.

The responses of directors by type of school district were not significantly different to functions within this category, as may be seen in Table 26, page 67. Likewise, the responses of principals by type of school district were not significantly different to these functions. Therefore, the null hypothesis about the responses of each group can be supported. It can be concluded that no relationship exists between type of school district and responses of directors or principals to statements in the area of staffing vocational programs.

Table 27, page 68, shows that directors regardless of their immediate supervisors agreed at the same level with each function in the area of staffing vocational programs. The null hypothesis regarding these functions can be, therefore, supported. It is concluded that no relationship exists between positions of directors within the administrative structure and their responses to functions within this category.

Managing In-Service Training Programs

Table 28, page 69, shows that directors and principals responded affirmatively to the functions within this area. They felt the vocational director should (1) organize and promote in-service training programs for vocational staff, (2) assist new

Table 26. Responses of Directors and Principals to Statements About Staffing Vocational Programs by Type of School District: Means and F-Ratios

Statements	Directors			Principals		
	Single School	Multi-School		Single School	Multi-School	
	Mean	Mean	F-Ratio	Mean	Mean	F-Ratio
Interview personnel applying for vocational staff positions	4.65	4.77	1.67	4.06	4.00	0.14
Recommend personnel to the superintendent for staffing the instructional program	4.66	4.74	0.68	3.52	3.83	1.99
Recommend salary increments above state schedules for the vocational staff	4.37	4.34	0.05	3.06	3.46	3.24
Assign instructors to teach vocational courses	4.16	4.26	0.23	3.03	3.23	0.69
Discharge vocational staff members when warranted	3.91	4.11	0.86	2.88	2.77	0.22

*P < .05

Table 27. Responses of Directors to Statements About Staffing Vocational Programs by Position within the Administrative Structure: Means and F-Ratios

Statements	Supervised by the Principal	Supervised by the Office of the Superintendent	Undetermined Position within the Administrative Structure	
	Mean	Mean	Mean	F-Ratio
Interview personnel applying for vocational staff positions	4.52	4.75	4.71	1.65
Recommend personnel to the superintendent for staffing the instructional program	4.57	4.75	4.69	0.87
Recommend salary increments above state schedules for the vocational staff	4.29	4.50	4.32	0.89
Assign instructors to teach vocational courses	4.10	4.41	4.12	1.09
Discharge vocational staff members when warranted	3.95	4.25	3.83	1.49

Table 28. Responses of Directors and Principals to Statements About Managing Vocational In-Service Training Programs: Means and F-Ratios

Statements	Directors Mean	Principals Mean	F-Ratio
Organize and promote in-service training programs for vocational staff	4.50	4.22	23.22*
Assist new vocational teachers to understand the policies of the school	4.50	4.29	8.73*
Assist in writing objectives for courses offered in the vocational program	4.36	4.26	1.85
Encourage teachers to apply innovative ideas in teaching	4.51	4.31	8.76*
Counsel with vocational teachers concerning their achievements	4.47	4.28	7.99*
Confer with staff on instructional plans, methods and problems	4.50	4.29	12.40*

*P < .05

vocational teachers to understand the policies of the school, (3) assist in writing objectives for courses offered in the vocational program, (4) encourage teachers to apply innovative ideas in teaching, (5) counsel with vocational teachers concerning their achievements and (6) confer with staff on instructional plans, methods and problems.

It should be noted that the responses of directors and principals were significantly different to all functions except one in regard to the director managing in-service training programs. Directors agreed at a significantly higher level than did principals to all except the third item within this category. With the exception of this item, the null hypothesis, therefore, cannot be supported. Consequently, it is concluded that a relationship exists between positions and responses of the two groups to five of the six functions.

As may be seen in Table 29, page 71, the responses of directors by type of school district were significantly different regarding one of the six functions within this category. Directors located in multi-school districts agreed at a significantly higher level than did those located in single school districts that the director should "encourage teachers to apply innovative ideas in teaching." The null hypothesis for this function, therefore, cannot be supported. It is concluded that a relationship does exist between type of school district and responses of directors to this function.

Table 29. Responses of Directors and Principals to Statements About Managing Vocational In-Service Training Programs by Type of School District: Means and F-Ratios

Statements	Directors			Principals		
	Single School	Multi-School		Single School	Multi-School	
	Mean	Mean	F-Ratio	Mean	Mean	F-Ratio
Organize and promote in-service training programs for vocational staff	4.45	4.63	2.88	4.24	4.17	0.45
Assist new vocational teachers to understand the policies of the school	4.51	4.49	0.06	4.38	4.06	7.14*
Assist in writing objectives for courses offered in the vocational program	4.37	4.31	0.23	4.29	4.17	1.21
Encourage teachers to apply innovative ideas in teaching	4.45	4.66	4.21*	4.35	4.23	1.08
Counsel with vocational teachers concerning their achievements	4.45	4.51	0.34	4.34	4.14	2.98
Confer with staff on instructional plans, methods and problems	4.45	4.63	3.08	4.29	4.29	0.00

*P< .05

Principals located in single school districts agreed at a significantly higher level than did those located in multi-school districts that the vocational director should "assist new vocational teachers to understand the policies of the school." The null hypothesis, therefore, cannot be supported. It is concluded that a relationship does exist between type of school district and responses of principals to this function.

As shown in Table 30, page 73, directors regardless of their immediate supervisor agreed at the same level in regard to functions within this category. The null hypothesis stated in regard to each function, accordingly, can be supported. It is concluded that no relationship exists between positions of directors within the administrative structure and their responses to functions included in the category of managing in-service training programs.

Supervising Vocational Staff

As shown in Table 31, page 75, directors and principals perceived the role of the vocational director to include all functions in the area of supervising vocational staff. They felt the director should: (1) require vocational teachers to acquire new occupational skills needed to keep pace with technological advancement in their skills, (2) encourage vocational teachers to support professional organizations through membership, (3) handle vocational staff complaints, (4) encourage high standards of teacher behavior in vocational classrooms and laboratories, and

Table 30. Responses of Directors to Statements About Managing Vocational In-Service Training Programs by Position within the Administrative Structure: Means and F-Ratios

Statements	Supervised by the Principal	Supervised by the Office of the Superintendent	Undetermined Position within the Administrative Structure	
	Mean	Mean	Mean	F-Ratio
Organize and promote in-service training programs for vocational staff	4.43	4.53	4.51	0.28
Assist new vocational teachers to understand the policies of the school	4.43	4.53	4.51	0.25
Assist in writing objectives for courses offered in the vocational program	4.24	4.53	4.31	1.99
Encourage teachers to apply innovative ideas in teaching	4.43	4.53	4.53	0.35
Counsel with vocational teachers concerning their achievements	4.43	4.53	4.46	0.31

Table 30. (Continued)

Statements	Supervised by the Principal Mean	Supervised by the Office of the Superintendent Mean	Undetermined Position within the Administrative Structure Mean	F-Ratio
Confer with staff on instructional plans, methods and problems	4.38	4.63	4.49	1.62

Table 31. Responses of Directors and Principals to Statements About Supervising Vocational Staff: Means and F-Ratios

Statements	Directors Mean	Principals Mean	F-Ratio
Require vocational teachers to acquire new occupational skills needed to keep pace with technological advancement in their skills	4.43	3.91	24.13*
Encourage vocational teachers to support professional organizations through membership	4.36	4.18	4.17*
Handle vocational staff complaints	4.35	3.58	54.76*
Encourage high standards of teacher behavior in vocational classrooms and laboratories	4.64	4.39	15.19*
Appraise teachers' performance in relation to instructional goals	4.48	4.02	24.51*

*$P < .05$

(5) appraise teachers' performance in relation to instructional goals.

Table 31 also shows that the responses of directors and principals were significantly different to all functions in this category. The directors agreed at a significantly higher level than did principals with each function. Therefore, the null hypothesis regarding functions within the area of supervising vocational staff cannot be supported. It is concluded, consequently, that a relationship exists between positions and responses of the two groups.

As may be seen in Table 32, page 77, the responses of directors by type of school district were not significantly different to functions in the area of supervising vocational staff. The null hypothesis for each function can be supported. It is concluded that no relationship exists between type of school district and responses of directors in the area of supervising vocational staff.

Table 32 also shows that only one of the five statements received significantly different responses from principals by type of school district. Principals located in single school districts agreed at a significantly higher level than did those located in multi-school districts that the vocational director should "encourage high standards of teacher behavior in vocational classrooms and laboratories." The null hypothesis in regard to this function, consequently, cannot be supported. It is concluded, therefore, that a relationship does exist between type of school

Table 32. Responses of Directors and Principals to Statements About Supervising Vocational Staff by Type of School District: Means and F-Ratios

Statements	Directors			Principals		
	Single School	Multi-School		Single School	Multi-School	
	Mean	Mean	F-Ratio	Mean	Mean	F-Ratio
Require vocational teachers to acquire new occupational skills needed to keep pace with technological advancement in their skills	4.37	4.57	2.32	3.94	3.83	0.37
Encourage vocational teachers to support professional organizations through membership	4.30	4.51	2.25	4.20	4.14	0.17
Handle vocational staff complaints	4.33	4.40	0.42	3.58	3.57	0.00
Encourage high standards of teacher behavior in vocational classrooms and laboratories	4.58	4.77	3.67	4.45	4.23	4.47*
Appraise teachers' performance in relation to instructional goals	4.47	4.51	0.20	4.10	3.83	2.72

*P < .05

district and responses of principals in regard to this function.

Table 33, page 79, shows that directors regardless of their position within the administrative structure agreed at the same level with each function in the area of supervising vocational staff. The null hypothesis can be supported. Therefore, it is concluded that no relationship exists between position of directors within the administrative structure and their responses to functions included in the category of managing in-service training programs.

Supervising Vocational Programs

As shown in Table 34, page 81, directors felt that each statement in the area of supervising vocational programs describes a function of the vocational director, but principals felt that only five of the six statements describe functions of this person. Both directors and principals felt the director should: (1) develop handbook of policies concerning the vocational program, (2) establish criteria for admission of students into vocational programs, (3) conduct a program for recruitment of vocational students, (4) develop criteria for the selection of training stations for the vocational cooperative programs, and (5) evaluate courses of study, course outlines and other instructional materials developed by vocational teachers. Directors felt the "vocational director should schedule vocational courses." Principals, however, disagreed that this was a function of the director.

Table 33. Responses of Directors to Statements About Supervising Vocational Staff by Position within the Administrative Structure: Means and F-Ratios

Statements	Supervised by the Principal	Supervised by the Office of the Superintendent	Undetermined Position within the Administrative Structure	
	Mean	Mean	Mean	F-Ratio
Require vocational teachers to acquire new occupational skills needed to keep pace with technological advancement in their skills	4.19	4.59	4.43	2.46
Encourage vocational teachers to support professional organizations through membership	4.33	4.44	4.34	0.24
Handle vocational staff complaints	4.33	4.34	4.35	0.01
Encourage high standards of teacher behavior in vocational classrooms and laboratories	4.43	4.72	4.66	2.39

Table 33. (Continued)

Statements	Supervised by the Principal	Supervised by the Office of the Superintendent	Undetermined Position within the Administrative Structure	
	Mean	Mean	Mean	F-Ratio
Appraise teachers' performance in relation to instructional goals	4.38	4.50	4.50	0.40

Table 34. Responses of Directors and Principals to Statements About Supervising Vocational Programs: Means and F-Ratios

Statements	Directors Mean	Principals Mean	F-Ratio
Develop handbook of policies conerning the vocational program	4.34	4.03	11.26*
Establish criteria for admission of students into vocational programs	4.36	3.55	59.46*
Conduct a program for recruitment of vocational students	4.07	3.85	3.53
Schedule vocational courses	3.32	2.63	28.54*
Develop criteria for the selection of training stations for the vocational cooperative programs	3.92	3.94	0.05
Evaluate courses of study, course outlines and other instructional materials developed by vocational teachers	4.26	4.10	4.87*

*$P < .05$

Four of the six functions within this category received significantly different responses from directors and principals. Directors agreed at a significantly higher level than did principals that the director should: (1) develop handbook of policies concerning the vocational program, (2) establish criteria for admission of students into vocational programs, (3) schedule vocational courses, and (4) evaluate courses of study, course outlines and other instructional materials developed by vocational teachers. The null hypothesis in regard to these four functions cannot be supported. It is, therefore, concluded that a relationship does exist between positions and responses of the two groups regarding the preceding four statements.

Table 35, page 83, shows that the responses of directors by type of school district were significantly different to only one of the functions within this category. Directors located in single school districts agreed at a significantly higher level than did those located in multi-school districts that the vocational director should "conduct a program for recruitment of vocational students." The null hypothesis in regard to this function cannot be supported; therefore, it is concluded that a relationship exists between type of school district and responses of directors to this function.

Principals located in single school districts disagreed at a significantly higher level than did those located in multi-school districts that the vocational director should "schedule vocational courses." The null hypothesis in regard to the preceding stated

Table 35. Responses of Directors and Principals to Statements About Supervising Vocational Programs by Type of School District: Means and F-Ratios

Statements	Directors			Principals		
	Single School	Multi-School		Single School	Multi-School	
	Mean	Mean	F-Ratio	Mean	Mean	F-Ratio
Develop handbook of policies concerning the vocational program	4.28	4.49	2.11	4.06	3.97	0.33
Establish criteria for admission of students into vocational programs	4.31	4.46	1.03	3.58	3.46	0.36
Conduct a program for recruitment of vocational students	4.17	3.80	4.51*	3.87	3.80	0.18
Schedule vocational courses	3.42	3.09	1.89	2.49	2.97	4.78*
Develop criteria for the selection of training stations for the vocational cooperative programs	3.85	4.09	1.54	3.93	3.97	0.09

Table 35. (Continued)

Statements	Directors			Principals		
	Single School	Multi-School		Single School	Multi-School	
	Mean	Mean	F-Ratio	Mean	Mean	F-Ratio
Evaluate courses of study, course outlines and other instructional materials developed by vocational teachers	4.23	4.34	0.70	4.07	4.17	0.89

*$P < .05$

function cannot be supported. Therefore, it is concluded that a relationship exists between type of school district and responses of principals regarding this function.

As may be seen in Table 36, page 86, directors regardless of their immediate supervisors agreed at the same level with each function in the area of supervising vocational programs. The null hypothesis can, therefore, be supported. It is concluded, consequently, that no relationship exists between positions of directors within the administrative structure and their responses in regard to the category of supervising vocational programs.

Disciplining Vocational Students

Table 37, page 88, shows that directors and principals responded negatively to both functions within this category. They felt that the vocational director should not (1) administer discipline to vocational students, and (2) expel vocational students from school when warranted.

It may be noted that directors and principals disagreed at the same level with each function. Hence, the null hypothesis can be supported. It is concluded that no relationship exists between positions and responses of the two groups.

Directors by type of school district disagreed at the same level with functions in regard to disciplining vocational students as shown in Table 38, page 89. Also, the responses of principals by type of school district were not significantly different,

Table 36. Responses of Directors to Statements About Supervising Vocational Programs by Position within the Administrative Structure: Means and F-Ratios

Statements	Supervised by the Principal	Supervised by the Office of the Superintendent	Undetermined Position within the Administrative Structure	
	Mean	Mean	Mean	F-Ratio
Develop handbook of policies concerning the vocational program	4.29	4.56	4.25	2.20
Establish criteria for admission of students into vocational programs	4.29	4.47	4.32	0.58
Conduct a program for recruitment of vocational students	4.05	4.31	3.96	1.77
Schedule vocational courses	3.62	3.34	3.22	0.87

Table 36. (Continued)

Statements	Supervised by the Principal Mean	Supervised by the Office of the Superintendent Mean	Undetermined Position within the Administrative Structure Mean	F-Ratio
Develop criteria for the selection of training stations for the vocational cooperative programs	4.05	4.03	3.82	0.75
Evaluate courses of study, course outlines and other instructional materials developed by vocational teachers	4.09	4.34	4.28	0.95

Table 37. Responses of Directors and Principals to Statements About Disciplining Vocational Students: Means and F-Ratios

Statements	Directors Mean	Principals Mean	F-Ratio
Administer discipline to vocational students	2.33	2.40	0.20
Expel vocational students from school when warranted	2.34	2.12	2.28

Table 38. Responses of Directors and Principals to Statements About Disciplining Vocational Students by Type of School District: Means and F-Ratios

	Directors			Principals		
	Single School	Multi-School		Single School	Multi-School	
Statements	Mean	Mean	F-Ratio	Mean	Mean	F-Ratio
Administer discipline to vocational students	2.43	2.09	1.93	2.47	2.23	0.99
Expel vocational students from school when warranted	2.43	2.11	1.39	2.12	2.14	0.02

therefore, the null hypothesis about the responses of each group can be supported. Consequently, it is concluded that no relationship exists between type of school district and responses of directors or principals to functions in this category.

As shown in Table 39, page 91, directors regardless of their immediate supervisors disagreed at the same level with each function in this area. The null hypothesis about each function can be supported. It is concluded, therefore, that no relationship exists between positions of directors within the administrative structure and their responses about disciplining vocational students.

Supervising Vocational Guidance and Counseling

As may be seen in Table 40, page 92, directors and principals perceived the role of the vocational director to include all functions in the category of supervising vocational guidance and counseling. They felt the director should: (1) arrange with the counselor for administration and interpretation of appropriate vocational tests, (2) provide information to vocational students about post-high school training and educational opportunities available to them, and (3) supervise the placement of vocational graduates.

The responses of directors and principals were significantly different to one of the three functions within this area. Principals agreed at a significantly higher level than did directors that the vocational directors should "provide information to vocational

Table 39. Responses of Directors to Statements About Disciplining Vocational Students by Position within the Administrative Structure: Means and F-Ratios

Statements	Supervised by the Principal	Supervised by the Office of the Superintendent	Undetermined Position within the Administrative Structure	
	Mean	Mean	Mean	F-Ratio
Administer discipline to vocational students	2.71	2.09	2.32	1.60
Expel vocational students from school when warranted	2.90	2.09	2.28	2.54

Table 40. Responses of Directors and Principals to Statements About Supervising Vocational Guidance and Counseling: Means and F-Ratios

Statements	Directors Mean	Principals Mean	F-Ratio
Arrange with the counselor for administration and interpretion of appropriate vocational tests	4.11	3.93	3.04
Provide information to vocational students about post-high school training and educational opportunities available to them	3.79	4.04	5.05*
Supervise the placement of vocational graduates	3.76	3.69	0.41

*P < .05

students about post-high school training and educational opportunities available to them." In regard to this function, the null hypothesis cannot be supported. It is, therefore, concluded that a relationship does exist between positions and responses of directors and principals to this function.

The responses of directors by type of school districts were significantly different to two of the three functions in regard to supervising vocational guidance and counseling, as may be seen in Table 41, page 94. Directors located in single school districts agreed at a significantly higher level than did those located in multi-school districts that the vocational director should: (1) provide information to vocational students about post-high school training and educational opportunities available to them, and (2) supervise the placement of vocational graduates. The null hypothesis about these two functions cannot be supported. Therefore, it is concluded that a relationship exists between type of school district and responses of directors to these two functions within the category of supervising vocational guidance and counseling.

Principals located in single school districts agreed at a significantly higher level than did those in multi-school districts that the vocational director should "supervise the placement of vocational graduates." The null hypothesis cannot be supported and it is concluded that a relationship exists between type of school district and responses of principals to this function.

Table 41. Responses of Directors and Principals to Statements About Supervising Vocational Guidance and Counseling by Type of School District: Means and F-Ratios

Statements	Directors			Principals		
	Single School	Multi-School		Single School	Multi-School	
	Mean	Mean	F-Ratio	Mean	Mean	F-Ratio
Arrange with the counselor for administration and interpretation of appropriate vocational tests	4.12	4.09	0.04	3.99	3.80	1.37
Provide information to vocational students about post-high school training and educational opportunities available to them	3.94	3.43	7.55*	4.03	4.06	0.02
Supervise the placement of vocational graduates	3.88	3.46	4.66*	3.81	3.37	5.31*

*P < .05

As shown in Table 42, page 96, directors regardless of their position within the administrative structure agreed at the same level with the functions in this category. Hence, the null hypothesis about each function can be supported. It is concluded, therefore, that no relationship exists between positions of directors within the administrative structure and their responses to functions in the category of supervising vocational guidance and counseling.

Encouraging Vocational Youth Organizations

Table 43, page 97, shows that both directors and principals believed that each statement in the category of encouraging vocational youth organizations describes a function of the vocational director. They felt that the director should: (1) encourage the development of youth organizations for vocational students, and (2) encourage participation by vocational students in contests sponsored for vocational students.

It may be noted, however, that the directors agreed at a significantly higher level than did principals with each function. Therefore, the null hypothesis in regard to each function cannot be supported. It is concluded that a relationship exists between the responses of directors and principals and their positions.

As shown in Table 44, page 98, the responses of directors by type of school district were not significantly different about functions within this category. Likewise, the principals by type

Table 42. Responses of Directors to Statements About Supervising Vocational Guidance and Counseling by Position within the Administrative Structure: Means and F-Ratios

Statements	Supervised by the Principal	Supervised by the Office of the Superintendent	Undetermined Position within the Administrative Structure	F-Ratio
	Mean	Mean	Mean	
Arrange with the counselor for administration and interpretation of appropriate vocational tests	4.10	4.22	4.06	0.43
Provide information to vocational students about post-high school training and educational opportunities available to them	3.95	4.06	3.62	2.78
Supervise the placement of vocational graduates	3.76	3.88	3.71	0.31

Table 43. Responses of Directors and Principals to Statements About Encouraging Vocational Youth Organizations: Means and F-Ratios

Statements	Directors Mean	Principals Mean	F-Ratio
Encourage the development of youth organizations for vocational students	4.48	4.13	20.77*
Encourage participation by vocational students in contests sponsored for vocational students	4.43	4.21	7.70*

*$P < .05$

Table 44. Responses of Directors and Principals to Statements About Encouraging Vocational Youth Organizations by Type of School District: Means and F-Ratios

Statements	Directors			Principals		
	Single School Mean	Multi-School Mean	F-Ratio	Single School Mean	Multi-School Mean	F-Ratio
Encourage the development of youth organizations for vocational students	4.41	4.66	3.52	4.14	4.11	0.05
Encourage participation by vocational students in contests sponsored for vocational students	4.48	4.31	1.74	4.26	4.11	1.29

of school district agreed at the same level with these functions. The null hypothesis about each function can be supported. Therefore, it is concluded that no relationship exists between type of school district and responses to functions in this category.

Directors regardless of their immediate supervisors agreed at the same level with each function within the area of encouraging vocational youth organizations as may be seen in Table 45, page 100. Therefore, the null hypothesis can be supported. It is concluded that no relationship exists between positions of directors within the administrative structure and their responses to functions within this category.

Encouraging School and Community Relationships

Directors and principals perceived the role of the vocational director to include three of the four functions in this category as shown in Table 46, page 101. They felt that the vocational director should: (1) prepare news releases on activities of the vocational program for news media, (2) inform school and community groups about the vocational program, and (3) prepare vocational course descriptions for distribution to the school and community. However, they felt that the vocational director should not "participate in non-administrative duties, such as, cafeteria duty, homeroom duty, bus duty, chaperoning, etcetera."

The responses of directors and principals in regard to the last three of the four functions in this category were significantly

Table 45. Responses of Directors to Statements About Encouraging Vocational Youth Organizations by Position within the Administrative Structure: Means and F-Ratios

Statements	Supervised by the Principal	Supervised by the Office of the Superintendent	Undetermined Position within the Administrative Structure	
	Mean	Mean	Mean	F-Ratio
Encourage the development of youth organizations for vocational students	4.38	4.44	4.53	0.47
Encourage participation by vocational students in contests sponsored for vocational students	4.43	4.50	4.40	0.30

Table 46. Responses of Directors and Principals to Statements About Encouraging School and Community Relationships: Means and F-Ratios

Statements	Directors Mean	Principals Mean	F-Ratio
Prepare news releases on activities of the vocational program for news media	4.25	4.13	1.51
Inform school and community groups about the vocational program	4.61	4.26	28.20*
Prepare vocational course descriptions for distribution to the school and community	4.40	4.13	12.07*
Participate in non-administrative duties, such as, cafeteria duty, homeroom duty, hall duty, bus duty, chaperoning	1.53	2.45	44.19*

*P <.05

different. Directors agreed at a significantly higher level than did principals with the following two functions: (1) inform school and community groups about the vocational programs, and (2) prepare vocational course descriptions for distribution to the school and community. Directors disagreed at a significantly higher level than did the principals that the director should "participate in non-administrative duties, such as, cafeteria duty, homeroom duty, hall duty, chaperoning, etcetera." The null hypothesis regarding these three functions cannot, therefore, be supported. Consequently, it is concluded that a relationship exists between positions and responses of directors and principals to these three functions.

As may be seen in Table 47, page 103, no significantly different responses were received from directors by type of school district to functions in the area of encouraging vocational youth organizations. The principals, also, responded at the same level of agreement to these functions. Therefore, the null hypothesis regarding these functions can be supported. It is concluded that no relationship exists between type of school district and responses of directors or principals to functions in this category.

Table 48, page 104, shows that the responses of directors regardless of their immediate supervisors about functions within this category were not significantly different. Therefore, the null hypothesis regarding each function can be supported. It is concluded, consequently, that no relationship exists between

Table 47. Responses of Directors and Principals to Statements About Encouraging School and Community Relationships by Type of School District: Means and F-Ratios

	Directors			Principals		
	Single School	Multi-School		Single School	Multi-School	
Statements	Mean	Mean	F-Ratio	Mean	Mean	F-Ratio
Prepare news releases on activities of the vocational program for news media	4.24	4.26	0.01	4.17	4.03	1.45
Inform school and community groups about the vocational program	4.57	4.71	2.19	4.28	4.20	0.45
Prepare vocational course descriptions for distribution to the school and community	4.43	4.31	0.70	4.17	4.03	1.23
Participate in non-administrative duties, such as, cafeteria duty, homeroom duty, hall duty, bus duty, chaperoning	1.53	1.51	0.01	2.58	2.11	3.50

Table 48. Responses of Directors to Statements About Encouraging School and Community Relationships within the Administrative Structure: Means and F-Ratios

Statements	Supervised by the Principal	Supervised by the Office of the Superintendent	Undetermined Position within the Administrative Structure	
	Mean	Mean	Mean	F-Ratio
Prepare news releases on activities of the vocational program for news media	4.24	4.38	4.19	0.66
Inform school and community groups about the vocational program	4.52	4.72	4.59	1.19
Prepare vocational course descriptions for distribution to the school and community	4.38	4.44	4.38	0.08
Participate in non-administrative duties, such as, cafeteria duty, homeroom duty, hall duty, bus duty, chaperoning	1.67	1.63	1.44	0.64

positions of directors within the administrative structure and their responses to functions within this category.

Supervising Vocational Research and Development

As shown in Table 49, page 106, directors and principals perceived that each statement in this area describes a function of the vocational director. They felt the vocational director should: (1) conduct occupational surveys to develop the vocational program, (2) conduct opinion surveys in the school and community to determine attitudes toward the vocational program, (3) maintain follow-up records on all vocational students, (4) maintain records of all aspects of the vocational program, and (5) prepare proposals for new vocational programs.

Responses of directors and principals were significantly different in regard to three of the five functions within this category. Directors agreed at a significantly higher level than did principals that vocational directors should: (1) conduct occupational surveys to develop the vocational program, (2) conduct opinion surveys in the school and community to determine attitudes toward the vocational program, and (3) prepare proposals for new programs. The null hypothesis about these three functions, therefore, cannot be supported. It is concluded that a relationship does exist between the responses and positions of the two groups in regard to these three functions.

Table 49. Responses of Directors and Principals to Statements About Supervising Vocational Research and Development: Means and F-Ratios

Statements	Directors Mean	Principals Mean	F-Ratio
Conduct occupational surveys to develop the vocational program	4.36	4.17	4.89*
Conduct opinion surveys in the school and community to determine attitudes toward the vocational program	4.19	4.01	4.13*
Maintain follow-up records on all vocational students	4.02	4.03	0.01
Maintain records of all aspects of the vocational program	4.24	4.20	0.20
Prepare proposals for new vocational programs	4.53	4.20	25.98*

*$P < .05$

One function within this category received significantly different responses from directors by type of school district, as may be seen in Table 50, page 108. Directors in multi-school districts agreed at a significantly higher level than did those in single school districts that the vocational director should "prepare proposals for new vocational programs." Therefore, the null hypothesis about this function cannot be supported. Hence, it is concluded that a relationship exists between type of school district and responses of directors to this function.

Principals of single school districts agreed at a significantly higher level than did those of multi-school districts that the vocational director should "maintain follow-up records on all vocational students." Therefore, the null hypothesis about this function cannot be supported, and it is concluded that a relationship exists between type of school district and responses of principals in regard to this function within the area of supervising vocational research and development.

As may be seen in Table 51, page 109, responses of directors regardless of their supervisors were not significantly different except for one function within the category of supervising vocational research and development. The function stating that the vocational director should "conduct opinion surveys in the school and community to determine attitudes toward the vocational program" received the highest level of agreement from directors supervised by the office of the superintendent; followed by those

Table 50 Responses of Directors and Principals to Statements About Supervising Vocational Research and Development by Type of School District: Means and F-Ratios

Statements	Directors			Principals		
	Single School	Multi-School		Single School	Multi-School	
	Mean	Mean	F-Ratio	Mean	Mean	F-Ratio
Conduct occupational surveys to develop the vocational program	4.35	4.40	0.13	4.19	4.14	0.11
Conduct opinion surveys in the school and community to determine attitudes toward the vocational program	4.17	4.23	0.13	4.05	3.91	0.80
Maintain follow-up records on all vocational students	4.06	3.94	0.31	4.15	3.74	5.76*
Maintain records on all aspects of the vocational program	4.21	4.31	0.42	4.26	4.06	2.64
Prepare proposals for new vocational programs	4.47	4.69	4.66*	4.22	4.14	0.46

*P < .05

Table 51. Responses of Directors to Statements About Supervising Vocational Research and Development by Position within the Administrative Structure: Means and F-Ratios

Statements	Supervised by the Principal	Supervised by the Office of the Superintendent	Undetermined Position within the Administrative Structure	
	Mean	Mean	Mean	F-Ratio
Conduct occupational surveys to develop the vocational program	4.29	4.41	4.37	0.18
Conduct opinion surveys in the school and community to determine attitudes toward the vocational program	3.95	4.47	4.13	3.55*
Maintain follow-records on all vocational students	4.05	4.31	3.88	1.94
Maintain records of all aspects of the vocational program	4.14	4.44	4.18	1.33
Prepare proposals for new vocational programs	4.38	4.66	4.51	1.88

*$P < .05$

whose immediate supervisor could not be determined; then by directors whose supervisor is the high school principal. The null hypothesis in regard to each function in this area, with this one exception, can be supported. It is concluded, therefore, that with this one exception, no relationship exists between positions of directors within the administrative structure and their responses regarding supervising vocational research and development.

Supervising Vocational Advisory Committees

Table 52, page 111, shows that directors and principals felt that each statement, with one exception, in the area of supervising vocational advisory committees describes a function of the vocational director. They were of the opinion that the vocational director should: (1) establish criteria for the selection of advisory committee members, (2) recommend the appointment of advisory committee members to the superintendent, (3) involve an advisory committee in developing plans for vocational programs, and (4) work with an advisory committee to determine the need for, and the extent of, training for available employment opportunities. However, both groups felt that the vocational director should not "utilize an advisory committee in evaluation of teachers."

The responses of directors and principals in regard to the first four functions within this category were significantly different. Directors agreed at a significantly higher level with these functions than did principals. The null hypothesis, therefore,

Table 52. Responses of Directors and Principals to Statements About Supervising Vocational Advisory Committees: Means and F-Ratios

Statements	Directors Mean	Principals Mean	F-Ratio
Establish criteria for the selection of advisory committee members	4.36	4.09	12.35*
Recommend the appointement of advisory committee members to the superintendent	4.50	3.98	31.44*
Involve an advisory committee in developing plans for vocational programs	4.47	4.14	19.08*
Work with an advisory committee to determine the need for, and the extent of, training for available employment opportunities	4.45	4.17	14.54*
Utilize an advisory committee in evaluation of teachers	2.50	2.47	0.04

*$P < .05$

regarding the functions in this area with the above mentioned exception cannot be supported. Consequently, it is concluded that a relationship exists between responses to the first four of the five functions and positions of the two groups.

The responses of directors by type of school district regarding functions in the area of supervising vocational advisory committees were not significantly different as shown in Table 53, page 113. Also, responses of principals by type of school district were not significantly different to statements about supervising vocational advisory committees. Hence, the null hypothesis about each function within this category can be supported. It is, therefore, concluded that no relationship exists between type of school district and responses of directors or principals to these functions.

As may be seen in Table 54, page 114, directors regardless of their supervisors agreed at the same level with each function within this category. The null hypothesis about each function, can, therefore, be supported. Consequently, it is concluded that no relationship exists between positions of directors within the administrative structure and their responses to functions in the area of supervising vocational advisory committees.

Managing Vocational Out-of-School Youth and Adult Programs

As shown in Table 55, page 116, directors and principals perceived the role of the vocational director to include all

Table 53. Responses of Directors and Principals to Statements About Supervising Vocational Advisory Committees by Type of School District: Means and F-Ratios

Statements	Directors			Principals		
	Single School	Multi-School		Single School	Multi-School	
	Mean	Mean	F-Ratio	Mean	Mean	F-Ratio
Establish criteria for the selection of advisory committee members	4.33	4.43	0.80	4.07	4.14	0.35
Recommend the appointment of advisory committee members to the superintendent	4.50	4.51	0.02	3.97	4.03	0.14
Involve an advisory committee in developing plans for vocational programs	4.48	4.46	0.03	4.12	4.20	0.40
Work with an advisory committee to determine the need for, and the extent of, training for available employment opportunities	4.43	4.51	0.44	4.14	4.23	0.46
Utilize an advisory committee in evaluation of teachers	2.40	2.77	2.51	2.47	2.49	0.01

Table 54. Responses of Directors to Statements About Supervising Vocational Advisory Committees by Position within the Administrative Structure: Means and F-Ratios

Statements	Supervised by the Principal	Supervised by the Office of the Superintendent	Undetermined Position within the Administrative Structure	
	Mean	Mean	Mean	F-Ratio
Establish criteria for the selection of advisory committee members	4.24	4.53	4.31	2.20
Recommend the appointment of advisory committee members to the superintendent	4.43	4.63	4.47	1.32
Involve an advisory committee in developing plans for vocational programs	4.38	4.66	4.41	2.30
Work with an advisory committee to determine the need for, and the extent of, training for available employment opportunities	4.24	4.66	4.42	3.02

Table 54. (Continued)

Statements	Supervised by the Principal Mean	Supervised by the Office of the Superintendent Mean	Undetermined Position within the Administrative Structure Mean	F-Ratio
Utilize an advisory committee in evaluation of teachers	2.57	2.25	2.60	1.00

Table 55. Responses of Directors and Principals to Statements About Managing Vocational Out-of-School Youth and Adult Programs: Means and F-Ratios

Statements	Directors	Principals	
	Mean	Mean	F-Ratio
Develop vocational programs for out-of-school youth and adults	4.19	3.64	26.47*
Make financial arrangements for conducting out-of-school youth and adult programs	4.02	3.40	32.75*
Administer out-of-school youth and adult programs	4.00	3.49	19.91*

*P <.05

functions in the category of managing vocational out-of-school youth and adult programs. They felt the director should: (1) develop vocational programs for out-of-school youth and adults, (2) make financial arrangements for conducting out-of-school youth and adult programs, and (3) administer out-of-school youth and adult programs.

It may be noted, however, that directors agreed at a significantly higher level with each function than did principals. The null hypothesis about each statement within the category cannot be supported. It is, therefore, concluded that a relationship does exist between the responses of directors and principals and their positions.

Table 56, page 118, shows that directors by type of school district agreed at the same level with each function in the category. Likewise, the responses of principals by type of school district were not significantly different regarding functions within the category of managing vocational out-of-school youth and adult programs. The null hypothesis about the responses of each group can be supported. Consequently, it is concluded that no relationship exists between type of school district and responses of directors or principals to functions in this category.

Table 57, page 119, shows that directors regardless of their immediate supervisors agreed at the same level with each function in the area of managing vocational out-of-school youth and adult programs. The null hypothesis regarding each of these functions

Table 56. Responses of Directors and Principals to Statements About Managing Vocational Out-of-School Youth and Adult Programs by Type of School District: Means and F-Ratios

	Directors			Principals		
	Single School	Multi-School		Single School	Multi-School	
Statements	Mean	Mean	F-Ratio	Mean	Mean	F-Ratio
Develop vocational programs for out-of-school youth and adults	4.17	4.23	0.13	3.65	3.63	0.02
Make financial arrangements for conducting out-of-school youth adult programs	3.98	4.11	0.61	3.43	3.31	0.31
Administer out-of-school youth and adult programs	3.97	4.09	0.46	3.49	3.49	0.00

Table 57. Responses of Directors to Statements About Managing Vocational Out-of-School Youth and Adult Programs: Means and F-Ratios

Statements	Supervised by the Principal	Supervised by the Office of the Superintendent	Undetermined Position within the Administrative Structure	
	Mean	Mean	Mean	F-Ratio
Develop vocational programs for out-of-school youth and adults	4.14	4.38	4.12	1.32
Make financial arrangements for conducting out-of-school youth adult programs	3.81	4.19	4.00	1.21
Administer out-of-school youth and adult programs	3.71	4.09	4.04	1.37

can be supported. Therefore, it is concluded that no relationship exists between positions of directors within the administrative structure and their responses to functions within this category.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the perceptions of vocational directors and high school principals regarding the role of the vocational director to determine if programs need to be developed to provide for optimum relationships between the vocational director and high school principal. The following objectives were developed to aid in accomplishing this purpose:

1. To determine the role of the vocational director as perceived by the vocational director and high school principal.
2. To determine areas of agreement and disagreement between the vocational director and high school principal about the role of the vocational director.
3. To determine the relationship between selected variables (type of school district and position of the vocational director within the administrative structure of the local school) and opinions of vocational directors and principals.
4. To develop a list of recommendations to enhance the program of vocational education at State and local levels.

Definition of Terms

Director, Vocational Director, Vocational Supervisor, and Vocational Administrator are used interchangeably and refer to the person who manages the total vocational program.

Single school district is a local school district that: (1) employs a vocational director, (2) has only one high school in the district that includes the twelfth grade, and (3) includes vocational courses in its curriculum.

Multi-school district is a local school district that: (1) employs a vocational director, (2) has more than one high school in the district that includes the twelfth grade, and (3) has more than one high school that includes vocational courses.

Administrative structure refers to the line and staff relationship of the vocational director to the high school principal.

Office of the superintendent refers to personnel within the office of the superintendent who were identified as the direct supervisor of the vocational director.

Undetermined position refers to the situation in which the direct supervisor of the vocational director could not be determined. In other words, a principal identified a person as the direct supervisor of the vocational director, however, the director in that same school district identified another person as his direct supervisor.

Research Procedure

Possible respondents for the research consisted of 133 vocational directors and 133 high school principals. The 133 vocational directors represent the total population of directors within the State of Texas as of April 1, 1973. The 133 principals were selected from a stratified population. One high school principal from each of the 133 school districts that employed a vocational director was included in the sample. There were 38 of the 133 school districts that employed a vocational director that had more than one high school principal within the school district (multi-school district). A principal from each of the multi-school districts was randomly selected.

Data for this study were obtained by mailed questionnaires. One hundred twenty six or 94.7 percent of the vocational directors and 127 or 95.5 percent of the high school principals returned the completed questionnaire. Data were analyzed by paired comparisons of directors and principals located in the same school districts. Therefore, this study was based upon the paired perceptions of 121 directors and 121 principals.

The questionnaire was developed with assistance from Texas A&M University faculty advisors, personnel from the Texas Education Agency, and from a review of the literature. The questionnaire was divided into two sections. Section I obtained data about selected characteristics of the vocational directors by type of school

districts. This section was designed to obtain responses from directors in regard to: (1) age, (2) highest degree earned, (3) employment in a field other than education, (4) employment in public school education, and (5) location of office. This section was also designed to obtain perceptions and opinions of directors and principals about (1) title of the vocational director, and (2) immediate supervisor of the vocational director.

Section II of the questionnaire obtained data from directors and principals regarding their perceptions of the role of the vocational director. This section was designed to obtain responses from both groups to statements in the following categories: (1) planning vocational programs, (2) financing vocational programs, (3) supervising vocational facilities, equipment and supplies, (4) staffing vocational programs, (5) managing in-service training programs, (6) supervising vocational staff, (7) supervising vocational programs, (8) disciplining vocational students, (9) supervising vocational guidance and counseling, (10) encouraging vocational youth organizations, (11) encouraging school and community relationships, (12) supervising vocational research and development, (13) supervising vocational advisory committees, and (14) managing vocational out-of-school youth and adult programs.

Analysis of variance was used to determine the differences between responses of the directors and principals. It was the method used, also, to test the level of association between responses and (1) type of school district, and (2) position of the

vocational director within the administrative structure. The confidence level was set at .05 for each test of significance.

Summary of the Findings

1. The median age of all directors was 45.5 years; however, directors located in multi-school districts were, by median ages, two years older than those located in single school districts.
2. Almost 90 percent of directors held the master's degree; whereas, 8.3 percent held the bachelor's degree and 2.4 percent the doctorate.
3. Most directors, 84.3 percent, had had some type of employment in a field other than education since high school. The median years of non-educational employment of directors in multi-school districts were greater than those of single school districts, 5.8 and 2.9 years, respectively.
4. The median years of employment of all directors in public school education was about 18.0.
5. Less than one-half of the directors, 46.3 percent, had had administrative experience prior to their present position. Almost three-fourths, 71.5 percent, of directors in multi-school districts had this type of prior experience compared to 36.0 percent of the directors in single school districts.

6. The median number of years directors had been vocational teachers was 8.6. Directors in single school districts had been vocational teachers about two and one-half years longer than directors in multi-school districts.
7. Directors located in multi-school districts had been employed in their present position a median of 2.9 years compared to 2.0 years for directors in single-school districts.
8. A large majority, 74.2 percent, of directors located in multi-school districts had their offices within the central administrative complex; however, 72.1 percent, of those located in single school districts had their offices either in vocational technical centers or in the same building with the high school principal.
9. Almost two-thirds of all directors indicated that their present title was vocational director. The majority of directors located in single school districts felt that vocational director should be their title, however, almost 43 percent of those in multi-school districts felt their title should be assistant superintendent of vocational programs.
10. The majority of principals in both types of school districts felt the title of the director should be vocational director.

11. Fifty percent of directors located in single school districts indicated that they were supervised directly by the superintendent, however 62.8 percent of those located in multi-school districts indicated they were supervised directly by the assistant superintendent.
12. Almost 56 percent of the principals located in single school districts indicated that the high school principal was the immediate supervisor of the vocational director and the most frequently identified immediate supervisor of the vocational director by principals located in multi-school districts was the assistant superintendent.
13. Approximately 56 percent of the comparisons of responses between paired directors and principals in regard to the immediate supervisor of the vocational director were in conflict with each other.
14. The majority of directors regardless of type of school felt that they should report directly to the superintendent. However, 67.4 percent of principals in single school districts perceived themselves to be the immediate supervisor of the director and 48.6 percent of the principals in multi-school districts felt that the assistant superintendent should be the immediate supervisor of the vocational director.
15. The following statements describe a function within the role of the vocational director as perceived by both

directors and principals. Significantly different responses are reported where they occurred.

A. Directors agreed at a significantly higher level than did principals that the following statements describe functions of the vocational director.

(1) Identify the purposes and objectives of the vocational program.

(2) Prepare the long-range plan for vocational education. Directors located in multi-school districts agreed at a significantly higher level than did those in single school districts.

(3) Determine the occupations for which vocational training is to be offered. Principals located in multi-school districts agreed at a significantly higher level than did those located in single school districts.

(4) Specify long-range needs for facilities, equipment, and supplies for the vocational program. Directors located in multi-school districts agreed at a significantly higher level than did those located in single school districts. Directors supervised directly by the office of the superintendent agreed at the highest level followed by those whose position within the

administrative structure was undetermined. Directors who report directly to the high school principal agreed at the lowest level.

(5) Work with appropriate state agency for approval and financial support of new vocational programs. Directors located in multi-school districts agreed at a significantly higher level than did those located in single school districts. Directors supervised directly by the office of the superintendent agreed at the highest level followed by those whose position within the administrative structure was undetermined. Those whose immediate supervisor was the high school principal agreed at the lowest level.

(6) Determine the local policies to satisfy state requirements regarding purchase and reimbursement procedures.

(7) Plan an annual budget for the operation of the vocational program.

(8) Develop specifications for equipment to be purchased.

(9) Schedule vocational facilities for maximum utilization by teachers.

(10) Establish a policy for use of vocational facilities by groups not involved with the vocational

program.

(11) Arrange for additional facilities and equipment needed to accomodate expanded enrollments and technological advancements in vocational courses.

(12) Maintain an inventory of tools, supplies and equipment assigned to vocational programs. Principals located in single school districts agreed at a significantly higher level than did those located in multi-school districts.

(13) Design a procedure to be used by vocational teachers for acquiring consumable supplies and materials needed in vocational programs.

(14) Administer the day-by-day details of problems involving vocational equipment and supplies. Principals located in single school districts agreed at a significantly higher level than did those located in multi-school districts.

(15) Interview personnel applying for vocational staff positions.

(16) Recommend personnel to the superintendent for staffing the instructional program.

(17) Recommend salary increments above state schedules for the vocational staff.

(18) Assign instructors to teach vocational courses.

(19) Organize and promote in-service training programs for vocational staff.

(20) Assist new vocational teachers to understand the policies of the school. Principals located in single school districts agreed at a significantly higher level than did those in multi-school districts.

(21) Encourage teachers to apply innovative ideas in teaching. Directors located in multi-school districts agreed at a significantly higher level than did those in single school districts.

(22) Counsel with vocational teachers concerning their achievements.

(23) Confer with staff on instructional plans, methods and problems.

(24) Require vocational teachers to acquire new occupational skills needed to keep pace with technological advancement in their skills.

(25) Encourage vocational teachers to support professional organizations through membership.

(26) Handle vocational staff complaints.

(27) Encourage high standards of teacher behavior in vocational classrooms and laboratories. Principals located in single school districts agreed

at a significantly higher level than did those located in multi-school districts.

(28) Appraise teachers' performance in relation to instructional goals.

(29) Develop handbook of policies concerning the vocational program.

(30) Establish criteria for admission of students into vocational programs.

(31) Evaluate courses of study, course outlines and other instructional materials developed by vocational teachers.

(32) Encourage the development of youth organizations for vocational students.

(33) Encourage participation by vocational students in contests sponsored for vocational students.

(34) Inform school and community groups about the vocational program.

(35) Prepare vocational course descriptions for distribution to the school and community.

(36) Conduct occupational surveys to develop the vocational program.

(37) Conduct opinion surveys in the school and community to determine attitudes toward the vocational program. Directors supervised directly by the office of the superintendent

agreed at the highest level followed by those whose position within the administrative structure was undetermined. Those whose immediate supervisor was the high school principal agreed at the lowest level.

(38) Prepare proposals for new vocational programs. Directors located in multi-school districts agreed at a significantly higher level than did those located in single school districts.

(39) Establish criteria for the selection of advisory committee members.

(40) Recommend the appointement of advisory committee members to the superintendent.

(41) Involve an advisory committee in developing plans for vocational programs.

(42) Work with an advisory committee to determine the need for, and the extent of, training for available employment opportunities.

(43) Develop vocational programs for out-of-school youth and adults.

(44) Make financial arrangements for conducting out-of-school youth and adult programs.

(45) Administer out-of-school youth and adult programs.

B. Principals agreed at a significantly higher level than did directors that the following statement describes a function of the vocational director.

> Provide information to vocational students about post-high school training and educational opportunities available to them. Directors located in single school districts agreed at a significantly higher level than did those located in multi-school districts.

C. Directors and principals agreed at the same level that the following statements describe functions of the vocational director.

(1) Prepare purchase orders for vocational equipment and supplies approved for purchase. Directors located in single school districts agreed at a significantly higher level than did those of multi-school districts. Principals located in single school districts agreed at a significantly higher level than did those in multi-school districts.

(2) Assist in writing objectives for courses offered in the vocational program.

(3) Conduct a program for recruitment of vocational students. Directors located in single school districts agreed at a significantly higher

level than did those located in multi-school districts.

(4) Develop criteria for the selection of training stations for the vocational cooperative programs.

(5) Arrange with the counselor for administration and interpretation of appropriate vocational tests.

(6) Supervise the placement of vocational graduates. Directors located in single school districts agreed at a significantly higher level than did those in multi-school districts. Principals located in single school districts agreed at a significantly higher level than did those located in multi-school districts.

(7) Prepare news releases on activities of the vocational program for news media.

(8) Maintain follow-up records on all vocational students. Principals located in single school districts agreed at a significantly higher level than did those located in multi-school districts.

(9) Maintain records of all aspects of the vocational program.

16. The following statements describe functions within the role of the vocational director as perceived by

vocational directors, however they do not describe a function within the role of the vocational director as perceived by high school principals. Significantly different responses are reported where they occurred.

(1) Discharge vocational staff members when warranted. A significant difference between responses of directors and principals was obtained.

(2) Schedule vocational courses. A significant difference between responses of directors and principals was obtained. Principals located in single school districts disagreed at a significantly higher level than did those located in multi-school districts.

17. The following statements do not describe functions within the role of the vocational director as perceived by both directors and principals. Significantly different responses are reported where they occurred.

(1) Administer discipline to vocational students.

(2) Expel vocational students from school when warranted.

(3) Participate in non-administrative duties, such as, cafeteria duty, homeroom duty, hall duty, chaperoning, etcetera. Directors disagreed

at a significantly higher level than did principals.

(4) Utilize an advisory committee in evaluation of teachers.

Conclusions

Due to the findings of this study, the following conclusions seem appropriate:

1. The role of the vocational director is understood by both directors and principals. Therefore, the underlying hypothesis of this study that stated that conflicts exist between vocational directors and high school principals in their perceived role of the vocational director cannot be supported. The differences between responses of the two groups represented a difference in the level at which they agreed rather than disagreed. Both groups perceived the role of the vocational director to include 55 functions stated within the questionnaire. They perceived that four statements did not describe a function of the director and disagreed with each other about the remaining two.
2. Little association exists between the perceived role of directors and the line and staff relationships utilized by local school districts for administrative purposes.

There seemed to be little difference between responses whether the director was supervised by the principal or by personnel in the superintendent's office.

3. An association exists between the perceived role of directors and type of school district. Directors in single school districts seemed to be more concerned with day to day operations of the program; whereas directors in multi-school districts showed more concern for overall planning and program development.
4. A lack of understanding exists between directors and principals as to the line and staff relationship of these two persons within the administrative structure of many local school districts. In more than half of the cases directors and principals disagreed as to the person to whom the director is responsible.
5. Type of school district is associated with the preferred title of directors. Directors in multi-school districts prefer the title of assistant superintendent for vocational programs; whereas directors in single school districts prefer the title of vocational director.

Recommendations

Based upon the findings of this study the following recommendations seem to be appropriate:

1. Although the directors and principals agreed as to the

role of the vocational director, it is felt that due to differences in level of agreement that efforts should be made to further the understanding of the high school principal about the role of the vocational director.

2. The line and staff relationship between directors and principals should be clarified at the local level.
3. In-service educational programs should be developed for directors according to the type of school district in which they are employed.
4. Consideration should be given to determine if it would be feasible to standardize the title of the director.
5. The functions identified in this research should be made available to persons preparing to be vocational directors and high school principals. Likewise they should be made available to those employed in these two positions.
6. Additional research should be conducted to determine the procedure by which vocational directors perform their functions.

REFERENCES CITED

1. American Association of School Administrators. Staff Relations in School Administration, A.A.S.A. Yearbook, Washington, D. C., 1955.

2. American Association of School Administrators. The High School in a Changing World, A.A.S.A. Yearbook, Washington, D. C., 1958.

3. Barlow, M. L., and Bruce Reinhart. Profiles of Trade and Technical Leaders: Comprehensive Report, Los Angeles, University of California, 1969.

4. Eckel, Howard. "Developing and Testing Research Instruments for Role Analysis of Educational Administrators Emphasizing Devices to Study Relationships Between Variable Definitions of Educational Administrative Activities, Style, and Norms, and Role Conflict and Ambiguity," Final Report, Nebraska University, Lincoln, Nebraska, 1969.

5. French, W. M. American Secondary Education, 2nd Ediction, The Odyssey Press, Inc., New York, 1967.

6. Gross, Neal, W. S. Mason and A. W. McEachern. Explorations in Role Analysis, John Wiley, New York, 1958.

7. Guss, Carolyn. "How is Supervision Perceived?," Educational Leadership, Vol. 19, No. 2, November, 1961, pp. 99-102.

8. Gutcher, G. D. Desirable Characteristics of Vocational Department Heads as Seen by Senior Administrators, Fort Collins, Colorado Research Coordinating Unit, July, 1968.

9. Hettinger, G. R. The Technical Institute in America, McGraw-Hill Book Company, Inc., New York, 1959.

10. Hills, Jean. "The Functions of Research for Educational Administration," Center for Advanced Study of Educational Administration, 1968.

11. Kahn, R. L., D. M. Wolfe, R. P. Quinn, J. D. Snoek, and R. A. Rosenthal. Organizational Stress, John Wiley and Sons, Inc., New York, 1964.

12. Lane, F. S. "A Study in Role Conflict: The Department Chairman in Decisions on Academic Tenure," Public Administration Clearing Service, University of Florida, Studies in Public Administration, Number 29, 1967.

13. Leidheiser, P. C. "An Evaluation of Supervisory Task Importance and Performance in the Ohio Cooperative Extension Service," Unpublished doctoral dissertation, Ohio State University, 1970.

14. Leighbody, G. B. Organization and Operation of a Local Program of Vocational Education, U. S. Department of Health, Education and Welfare, Western New York School Study Council State University of New York at Buffalo, 1968.

15. McClearly, L. E., and S. P. Hencley. Secondary School Administration: Theoretical Bases of Professional Practice, Dodd, Mead, and Company, New York and Toronto, 1965.

16. Miller, M. D. (Ed.). Review and Synthesis of Research on Preparation of Leadership Personnel for Vocational and Technical Education, ERIC Clearinghouse on Vocational and Technical Education, Ohio State University, Columbus, Ohio, 1972.

17. Secord, Paul F., and Carl W. Bachman. Social Psychology, McGraw-Hill Book Company, Inc., New York, 1964.

18. Shibutani, Tamotsu T. Society and Personality, Prentice Hall, Inc., Englewood Cliffs, 1961.

19. Sybouts, Ward. "Stimulating Leadership in Vocational Education," National Association of Secondary School Principals' Bulletin, Vol. 52, February, 1968, pp. 114-19.

20. Texas Education Agency. Guide for Public Schools in Planning Programs of Occupational Education for In-School Students, February, 1970. (Revised)

21. Texas Education Agency. Public School Directory Bulletin 716 (1972-1973).

22. Texas Education Agency. Public School Occupational Programs Directory; Vocational Directors, Vocational Supervisors, and Vocational Counselors. (1972-1973).

23. Urick, Ronald and J. R. Frymier. "Personalities, Teachers, and Curriculum Change," Educational Leadership, Vol. 21, No. 2, November, 1963, pp. 107-11.

24. Van Zwoll, J. A. School Personnel Administration, Appleton-Century-Crofts, New York, 1964.

25. Vigilante, N. J. "When Supervisor and Principal Work Together," Educational Leadership, Vol. 23, No. 8, May, 1966, pp. 641-44.

26. Wiser, Harry. "The Impact on My Administration by Recent Trends in Vocational Education," Leadership for Vocational Education in California - Theory and Practice of Program Development, Summary Report of the Coastal Northern and Southern Regional Conferences (November 1965), Sacramento, State Department of Education and University of California, November, 1965.

APPENDICES

APPENDIX A

Code Number _____

INFORMATION FORM

SECTION I - BACKGROUND INFORMATION

A. Have you been employed as an administrator other than your present position?

(1) ___ Yes
(2) ___ No

If yes, in what capacity? (Check all that apply).

(3) ___ Superintendent
(4) ___ Assistant Superintendent
(5) ___ Principal
(6) ___ Other (Specify) _____

B. How many years have you been employed in public school education, including this year?

(1) ___ 1-5
(2) ___ 6-10
(3) ___ 11-15
(4) ___ 16-20
(5) ___ 21-25
(6) ___ 26 or more

C. How many years have you been employed in your present position, including this year?

(1) ___ 1
(2) ___ 2
(3) ___ 3
(4) ___ 4
(5) ___ 5
(6) ___ 6 or more

D. How many years have you been employed in a field other than education since high school?

(1) ___ None
(2) ___ 1-3
(3) ___ 4-6
(4) ___ 7-9
(5) ___ 10-12
(6) ___ 13 or more

If you have had experience outside the field of education, how would it be classified? (Check the one which indicates the major portion of your experience).

(1) ___ Professional or Managerial
(2) ___ Clerical and Sales
(3) ___ Service
(4) ___ Skilled
(5) ___ Semiskilled
(6) ___ Unskilled
(7) ___ None

E. What is the highest degree you have earned?

(1) ___ Bachelor's
(2) ___ Master's
(3) ___ Doctor's

F. What is your age?

(1) ___ 25 or less
(2) ___ 26-30
(3) ___ 31-35
(4) ___ 36-40
(5) ___ 41-45
(6) ___ 46-50
(7) ___ 51-55
(8) ___ 56-60
(9) ___ 61-65
(10) ___ 65 or more

G. Your present title is:

_____

If you feel it should be different from this, indicate your preference by checking one of the following:

(1) ___ Assistant Superintendent of Vocational Programs
(2) ___ Assistant Administrator of Vocational Programs
(3) ___ Vocational Administrator
(4) ___ Vocational Director
(5) ___ Vocational Supervisor
(6) ___ Principal of Vocational Programs
(7) ___ Other (Specify) _____

H. Your immediate supervisor is:

(1) ___ Superintendent
(2) ___ Assistant Superintendent
(3) ___ High School Principal
(4) ___ Other (Specify) _____

You feel your immediate supervisor <u>should</u> be:

(1) ___ Same as above
(2) ___ Superintendent
(3) ___ Assistant Superintendent
(4) ___ High School Principal
(5) ___ Other (Specify) _____

I. How many years were you a vocational teacher?

(1) ___ None
(2) ___ 1-5
(3) ___ 6-10
(4) ___ 11-15
(5) ___ 16-20
(6) ___ 21-25
(7) ___ 26 or more

In what program area were you a vocational teacher?

(1) ___ Agriculture
(2) ___ Distributive
(3) ___ Health
(4) ___ Homemaking
(5) ___ Industrial
(6) ___ Office
(7) ___ Other (Specify) _____

J. Where is your office located?

(1) ___ In building with the high school principal
(2) ___ In vocational technical center
(3) ___ In central administrative offices
(4) ___ Other (Specify) _____

SECTION II - ROLE OF THE VOCATIONAL DIRECTOR

DIRECTIONS: Circle the letter in one of the columns to the right of each statement that represents your level of agreement as to whether the statement describes a function of the person who manages the vocational program.

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
	LEVEL OF AGREEMENT				
1. Identify the purposes and objectives of the vocational program.....	S	A	N	D	S
2. Prepare the long-range plan for vocational education.....	S	A	N	D	S
3. Determine the occupations for which vocational training is to be offered..	S	A	N	D	S
4. Specify long-range needs for facilities, equipment, and supplies for the vocational program.....	S	A	N	D	S
5. Work with appropriate state agency for approval and financial support of new vocational programs.....	S	A	N	D	S
6. Determine the local policies to satisfy state requirements regarding purchase and reimbursement procedures.....	S	A	N	D	S
7. Plan an annual budget for the operation of the vocational program.....	S	A	N	D	S
8. Develop specifications for equipment to be purchased.....	S	A	N	D	S
9. Prepare purchase orders for vocational equipment and supplies approved for purchase.....	S	A	N	D	S
10. Schedule vocational facilities for maximum utilization by teachers.....	S	A	N	D	S
11. Establish a policy for use of vocational facilities by groups not involved with the vocational program.....	S	A	N	D	S
12. Arrange for additional facilities and equipment needed to accomodate expanded enrollments and technological advancements in vocational courses.....	S	A	N	D	S
13. Maintain an inventory of tools, supplies and equipment assigned to vocational programs.....	S	A	N	D	S
14. Design a procedure to be used by vocational teachers for acquiring consumable supplies and materials needed in vocational programs.....	S	A	N	D	S
15. Administer the day-by-day details of problems involving vocational equipment and supplies.....	S	A	N	D	S
16. Interview personnel applying for vocational staff positions.....	S	A	N	D	S
17. Recommend personnel to the superintendent for staffing the instructional program.....	S	A	N	D	S
18. Recommend salary increments above state schedules for the vocational staff.....	S	A	N	D	S
19. Assign instructors to teach vocational courses.....	S	A	N	D	S
20. Discharge vocational staff members when warranted.....	S	A	N	D	S
21. Organize and promote in-service training programs for vocational staff....	S	A	N	D	S

SECTION II - ROLE OF THE VOCATIONAL DIRECTOR

DIRECTIONS: Circle the letter in one of the columns to the right of each statement that represents your level of agreement as to whether the statement describes a function of the person who manages the vocational program.

STATEMENT	LEVEL OF AGREEMENT				
	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
22. Assist new vocational teachers to understand the policies of the school...	S	A	N	D	S
23. Assist in writing objectives for courses offered in the vocational program.....	S	A	N	D	S
24. Encourage teachers to apply innovative ideas in teaching.....	S	A	N	D	S
25. Counsel with vocational teachers concerning their achievements.....	S	A	N	D	S
26. Confer with staff on instructional plans, methods and problems.....	S	A	N	D	S
27. Require vocational teachers to acquire new occupational skills needed to keep pace with technological advancement in their skills.....	S	A	N	D	S
28. Encourage vocational teachers to support professional organizations through membership.....	S	A	N	D	S
29. Handle vocational staff complaints.....	S	A	N	D	S
30. Encourage high standards of teacher behavior in vocational classrooms and laboratories.....	S	A	N	D	S
31. Appraise teachers' performance in relation to instructional goals.....	S	A	N	D	S
32. Develop handbook of policies concerning the vocational program.....	S	A	N	D	S
33. Establish criteria for admission of students into vocational programs.....	S	A	N	D	S
34. Conduct a program for recruitment of vocational students.....	S	A	N	D	S
35. Schedule vocational courses.....	S	A	N	D	S
36. Develop criteria for the selection of training stations for the vocational cooperative programs.....	S	A	N	D	S
37. Evaluate courses of study, course outlines and other instructional materials developed by vocational teachers.....	S	A	N	D	S
38. Administer discipline to vocational students.....	S	A	N	D	S
39. Expel vocational students from school when warranted.....	S	A	N	D	S
40. Arrange with the counselor for administration and interpretation of appropriate vocational tests.....	S	A	N	D	S
41. Provide information to vocational students about post-high school training and educational opportunities available to them.....	S	A	N	D	S
42. Supervise the placement of vocational graduates.....	S	A	N	D	S
43. Encourage the development of youth organizations for vocational students..	S	A	N	D	S

SECTION II - ROLE OF THE VOCATIONAL DIRECTOR

DIRECTIONS: Circle the letter in one of the columns to the right of each statement that represents your level of agreement as to whether the statement describes a function of the person who manages the vocational program.

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
	LEVEL OF AGREEMENT				
44. Encourage participation by vocational students in contests sponsored for vocational students	S	A	N	D	S
45. Prepare news releases on activities of the vocational program for news media	S	A	N	D	S
46. Inform school and community groups about the vocational program	S	A	N	D	S
47. Prepare vocational course descriptions for distribution to the school and community	S	A	N	D	S
48. Participate in non-administrative duties, such as, cafeteria duty, home-room duty, hall duty, bus duty, chaperoning	S	A	N	D	S
49. Conduct occupational surveys to develop the vocational program	S	A	N	D	S
50. Conduct opinion surveys in the school and community to determine attitudes toward the vocational program	S	A	N	D	S
51. Maintain follow-up records on all vocational students	S	A	N	D	S
52. Maintain records of all aspects of the vocational program	S	A	N	D	S
53. Prepare proposals for new vocational programs	S	A	N	D	S
54. Establish criteria for the selection of advisory committee members	S	A	N	D	S
55. Recommend the appointment of advisory committee members to the superintendent	S	A	N	D	S
56. Involve an advisory committee in developing plans for vocational programs.	S	A	N	D	S
57. Work with an advisory committee to determine the need for, and the extent of, training for available employment opportunities	S	A	N	D	S
58. Utilize an advisory committee in evaluation of teachers	S	A	N	D	S
59. Develop vocational programs for out-of-school youth and adults	S	A	N	D	S
60. Make financial arrangements for conducting out-of-school youth adult programs	S	A	N	D	S
61. Administer out-of-school youth and adult programs	S	A	N	D	S

Thank you for your cooperation and interest in completing this form.
If you wish to receive a summary of this study, please check ( ).

Please return this information form to: Walter B. Loudermilk
Vocational Education Programs
College of Education
Texas A&M University
College Station, Texas 77843

APPENDIX B

Code Number ____

INFORMATION FORM

SECTION I - BACKGROUND INFORMATION

A. Have you had experience as a vocational teacher?

(1) ____ Yes
(2) ____ No

If yes, in what program area?

(3) ____ Agriculture
(4) ____ Distributive
(5) ____ Health
(6) ____ Homemaking
(7) ____ Industrial
(8) ____ Office
(9) ____ Other (Specify) _____

B. How many years have you been employed in public school education, including this year?

(1) ____ 1-5
(2) ____ 6-10
(3) ____ 11-15
(4) ____ 16-20
(5) ____ 21-25
(6) ____ 26 or more

C. How many years have you been employed in your present position, including this year?

(1) ____ 1-3
(2) ____ 4-6
(3) ____ 7-9
(4) ____ 10-12
(5) ____ 13-15
(6) ____ 16 or more

D. How many years have you been employed in a field other than education since high school?

(1) ____ None
(2) ____ 1-3
(3) ____ 4-6
(4) ____ 7-9
(5) ____ 10-12
(6) ____ 13 or more

If you have had experience outside the field of education, how would it be classified? (Check the one which indicates the major portion of your experience.)

(1) ____ Professional or Managerial
(2) ____ Clerical and Sales
(3) ____ Service
(4) ____ Skilled
(5) ____ Semiskilled
(6) ____ Unskilled
(7) ____ None

E. What is the highest degree you have earned?

(1) ____ Bachelor's
(2) ____ Master's
(3) ____ Doctor's

F. What is your age?

(1) ____ 25 or less
(2) ____ 26-30
(3) ____ 31-35
(4) ____ 36-40
(5) ____ 41-45
(6) ____ 46-50
(7) ____ 51-55
(8) ____ 56-60
(9) ____ 61-65
(10) ____ 65 or more

G. In your opinion, what should be the title of the person in charge of the total vocational program?

(1) ____ Assistant Superintendent of Vocational Programs
(2) ____ Assistant Administer of Vocational Programs
(3) ____ Vocational Administrator
(4) ____ Vocational Director
(5) ____ Vocational Supervisor
(6) ____ Principal of Vocational Programs
(7) ____ Other (Specify) _____

H. Who is the immediate supervisor of the vocational director in your school district?

(1) ____ Superintendent
(2) ____ Assistant Superintendent
(3) ____ High School Principal
(4) ____ Other (Specify) _____

I. In your opinion, who should be the immediate supervisor of the vocational director in your school?

(1) ____ Superintendent
(2) ____ Assistant Superintendent
(3) ____ High School Principal
(4) ____ Other (Specify) _____

SECTION II - ROLE OF THE VOCATIONAL DIRECTOR

DIRECTIONS: Circle the letter in one of the columns to the right of each statement that represents your level of agreement as to whether the statement describes a function of the person who manages the vocational program.

STATEMENT	LEVEL OF AGREEMENT				
	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
1. Identify the purposes and objectives of the vocational program.....	S	A	N	D	S
2. Prepare the long-range plan for vocational education.....	S	A	N	D	S
3. Determine the occupations for which vocational training is to be offered..	S	A	N	D	S
4. Specify long-range needs for facilities, equipment, and supplies for the vocational program.....	S	A	N	D	S
5. Work with appropriate state agency for approval and financial support of new vocational programs.....	S	A	N	D	S
6. Determine the local policies to satisfy state requirements regarding purchase and reimbursement procedures.....	S	A	N	D	S
7. Plan an annual budget for the operation of the vocational program.....	S	A	N	D	S
8. Develop specifications for equipment to be purchased.....	S	A	N	D	S
9. Prepare purchase orders for vocational equipment and supplies approved for purchase.....	S	A	N	D	S
10. Schedule vocational facilities for maximum utilization by teachers.....	S	A	N	D	S
11. Establish a policy for use of vocational facilities by groups not involved with the vocational program.....	S	A	N	D	S
12. Arrange for additional facilities and equipment needed to accomodate expanded enrollments and technological advancements in vocational courses.....	S	A	N	D	S
13. Maintain an inventory of tools, supplies and equipment assigned to vocational programs.....	S	A	N	D	S
14. Design a procedure to be used by vocational teachers for acquiring consumable supplies and materials needed in vocational programs.....	S	A	N	D	S
15. Administer the day-by-day details of problems involving vocational equipment and supplies.....	S	A	N	D	S
16. Interview personnel applying for vocational staff positions.....	S	A	N	D	S
17. Recommend personnel to the superintendent for staffing the instructional program.....	S	A	N	D	S
18. Recommend salary increments above state schedules for the vocational staff.....	S	A	N	D	S
19. Assign instructors to teach vocational courses.....	S	A	N	D	S
20. Discharge vocational staff members when warranted.....	S	A	N	D	S
21. Organize and promote in-service training programs for vocational staff....	S	A	N	D	S

SECTION II - ROLE OF THE VOCATIONAL DIRECTOR

DIRECTIONS: Circle the letter in one of the columns to the right of each statement that represents your level of agreement as to whether the statement describes a function of the person who manages the vocational program.

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
	LEVEL OF AGREEMENT				
22. Assist new vocational teachers to understand the policies of the school...	S	A	N	D	S
23. Assist in writing objectives for courses offered in the vocational program.....	S	A	N	D	S
24. Encourage teachers to apply innovative ideas in teaching.....	S	A	N	D	S
25. Counsel with vocational teachers concerning their achievements.....	S	A	N	D	S
26. Confer with staff on instructional plans, methods and problems.....	S	A	N	D	S
27. Require vocational teachers to acquire new occupational skills needed to keep pace with technological advancement in their skills.....	S	A	N	D	S
28. Encourage vocational teachers to support professional organizations through membership.....	S	A	N	D	S
29. Handle vocational staff complaints.....	S	A	N	D	S
30. Encourage high standards of teacher behavior in vocational classrooms and laboratories.....	S	A	N	D	S
31. Appraise teachers' performance in relation to instructional goals.....	S	A	N	D	S
32. Develop handbook of policies concerning the vocational program.....	S	A	N	D	S
33. Establish criteria for admission of students into vocational programs.....	S	A	N	D	S
34. Conduct a program for recruitment of vocational students.....	S	A	N	D	S
35. Schedule vocational courses.....	S	A	N	D	S
36. Develop criteria for the selection of training stations for the vocational cooperative programs.....	S	A	N	D	S
37. Evaluate courses of study, course outlines and other instructional materials developed by vocational teachers.....	S	A	N	D	S
38. Administer discipline to vocational students.....	S	A	N	D	S
39. Expel vocational students from school when warranted.....	S	A	N	D	S
40. Arrange with the counselor for administration and interpretation of appropriate vocational tests.....	S	A	N	D	S
41. Provide information to vocational students about post-high school training and educational opportunities available to them.....	S	A	N	D	S
42. Supervise the placement of vocational graduates.....	S	A	N	D	S
43. Encourage the development of youth organizations for vocational students..	S	A	N	D	S

SECTION II - ROLE OF THE VOCATIONAL DIRECTOR

DIRECTIONS: Circle the letter in one of the columns to the right of each statement that represents your level of agreement as to whether the statement describes a function of the person who manages the vocational program.

STATEMENT	LEVEL OF AGREEMENT				
	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
44. Encourage participation by vocational students in contests sponsored for vocational students	S	A	N	D	S
45. Prepare news releases on activities of the vocational program for news media	S	A	N	D	S
46. Inform school and community groups about the vocational program	S	A	N	D	S
47. Prepare vocational course descriptions for distribution to the school and community	S	A	N	D	S
48. Participate in non-administrative duties, such as, cafeteria duty, home-room duty, hall duty, bus duty, chaperoning	S	A	N	D	S
49. Conduct occupational surveys to develop the vocational program	S	A	N	D	S
50. Conduct opinion surveys in the school and community to determine attitudes toward the vocational program	S	A	N	D	S
51. Maintain follow-up records on all vocational students	S	A	N	D	S
52. Maintain records of all aspects of the vocational program	S	A	N	D	S
53. Prepare proposals for new vocational programs	S	A	N	D	S
54. Establish criteria for the selection of advisory committee members	S	A	N	D	S
55. Recommend the appointment of advisory committee members to the superintendent	S	A	N	D	S
56. Involve an advisory committee in developing plans for vocational programs.	S	A	N	D	S
57. Work with an advisory committee to determine the need for, and the extent of, training for available employment opportunities	S	A	N	D	S
58. Utilize an advisory committee in evaluation of teachers	S	A	N	D	S
59. Develop vocational programs for out-of-school youth and adults	S	A	N	D	S
60. Make financial arrangements for conducting out-of-school youth adult programs	S	A	N	D	S
61. Administer out-of-school youth and adult programs	S	A	N	D	S

Thank you for your cooperation and interest in completing this form. If you wish to receive a summary of this study, please check ( ).

Please return this information form to:

Walter B. Loudermilk
Vocational Education Programs
College of Education
Texas A&M University
College Station, Texas 77843

APPENDIX C

TEXAS A&M UNIVERSITY
COLLEGE OF AGRICULTURE
COLLEGE STATION, TEXAS 77843

Department of
AGRICULTURAL EDUCATION
VOCATIONAL AGRICULTURE SERVICE

Your help is requested in completing the enclosed questionnaire which is being sent to vocational directors and high school principals. This study will compare the perceptions held by vocational directors and high school principals regarding the role of the vocational director.

This study is being sponsored by the Division of Occupational Research and Development, Texas Education Agency, under the supervision of personnel at Texas A&M University. The results should be beneficial to principals, vocational directors, and to the State Department of Education and teacher training institutions.

Please be frank. Your response will be grouped with others without singular identity. All responses will be kept confidential.

Your cooperation in furnishing us the requested information is appreciated. A self-addressed, stamped return envelope is enclosed for your convenience. Please complete the information form and return it as soon as possible.

Thank you for your time and interest.

Sincerely,

Earl S. Webb
Professor

Walter B. Loudermilk
Research Associate

Enclosures
ESW:WBL:lh

APPENDIX D

TEXAS A&M UNIVERSITY
COLLEGE OF AGRICULTURE
COLLEGE STATION, TEXAS 77843

Department of
AGRICULTURAL EDUCATION
VOCATIONAL AGRICULTURE SERVICE

You were mailed an information form dated April 10, 1973, concerning your perception of the role of the vocational director. We are depending on you to assist us by providing the necessary information for describing this position. Many responses have already been received, but the study will be more valuable if your opinion is included.

If you have not returned your information form please take a few minutes today to complete and return it.

Thank you for your cooperation.

Sincerely,

Earl S. Webb
Professor

Walter B. Loudermilk
Research Associate

ESW:WBL:lh

APPENDIX E

TEXAS A&M UNIVERSITY
COLLEGE OF AGRICULTURE
COLLEGE STATION, TEXAS 77843

Department of
AGRICULTURAL EDUCATION
VOCATIONAL AGRICULTURE SERVICE

You were mailed an information form on April 10, 1973, requesting your perceptions of the role of the vocational director, sponsored by the Texas Education Agency and Texas A&M University. Your response has not yet been received.

Your evaluation is vital in completing this study. If you have misplaced your original information form, a duplicate copy and a stamped, return envelope is enclosed for your convenience. Please take a few minutes today to complete and return this form.

Thank you for your assistance in expediting this study.

Sincerely,

Earl S. Webb

Earl S. Webb
Professor

Walter B. Loudermilk

Walter B. Loudermilk
Research Associate

Enclosures
ESW:WBL:lh